

School Improvement Plan



2017 - 2018

2017 - 2018 *through* 2018-2019

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.



2017 - 2018 Providence High School Improvement Plan Report

Providence High School Contact Information			
School:	Providence High School	Courier Number:	508
Address:	1800 Pineville-Matthews Road Charlotte, NC 28270	Phone Number:	980-343-5390
		Fax Number:	980-343-3957
Learning Community	South	School Website:	http://schools.cms.k12.nc.us/providenceHS/Pages/Default.aspx

Principal:	Dr. Tracey Harrill
Learning Community Superintendent:	Avery Mitchell

Providence High School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, 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	Name	Email Address	Date Elected
Principal	Tracey Harrill	tracey.harrill@cms.k12.nc.us	N/A
Assistant Principal Representative	Charles Lansing	Charles.Lansing@cms.k12.nc.us	N/A
Teacher Representative	Patrick Sahd	Patrick1.Sahd@cms.k12.nc.us	9-11-17
Inst. Support Representative	Angela Menon	Angela.Menon@cms.k12.nc.us	9-11-17
Teacher Representative	Erin Filsinger	Erin.Filsinger@cms.k12.nc.us	9-11-17
Parent Representative	Chris Donaldson	Christined@carolina.rr.com	5-1-17
Parent Representative	Jane Fisher	Jfisher2@carolina.rr.com	5-1-17
Teacher Representative	Madeline Drayton	Madelinea.drayton@cms.k12.nc.us	9-11-17
Teacher Representative	Meredith Traill	Meredith.traill@cms.k12.nc.us	9-11-17
Teacher Representative	Andrea Wise	Andrea.wise@cms.k12.nc.us	9-11-17



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Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: Providence Senior High School equips students with the knowledge, skills, and integrity necessary to live as productive and informed citizens of the global community.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: The mission of Providence Senior High School is to provide a foundation for lifelong learning for all students in a challenging, caring, and cooperative environment.

Providence's Shared Beliefs

- Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.
- Students need to apply their learning in meaningful contexts.
- A safe and physically comfortable environment promotes student learning.
- Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
- Student learning is the chief priority for the school.
- The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- Students learn best when they are actively engaged in the learning process.
- Students' learning needs should be the primary focus of all decisions impacting the work of the school.
- All students can learn.

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Providence High School SMART Goals

Provide a duty free lunch period for every teacher on a daily basis.

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.

Providence is committed to ensuring that students earn academic credits to graduate at the completion of their 4th year of high school. For the 2017 - 2018 school year, maintain a greater than 98% Cohort Graduation Rate.

Increase achievement scores on SAT and ACT tests. By the end of the 2017 - 2018 school year, 93% of our students will achieve a score of 17 or better on the ACT. We will increase our SAT average score and will insert that data once received.

By the end of the 2017 - 2018 school year increase EOC test data for Level IVs and Vs (the College & Career Ready Standard) from a composite score of 85.1 to a composite score of 87 in English II, Biology, and Math I combined. Improve student achievement as measured by NC Final Exams and ACT WorkKeys.

Providence High School will continue to implement grading procedures that comply with CMS Board Policy. Each department will work on implementing grading practices that give students an opportunity to demonstrate mastery.



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Providence High School Assessment Data Snapshot

EOC					
	Level	2013-2014	2014-2015	2015-2016	2016-2017
Composite	IV-V	85.1	85.6	83.7	85.1
Math I	IV-V	86.1	81.8	85.7	88.9
English II	IV-V	89.0	89.8	85.6	85.3
Biology	IV-V	80.3	85.6	79.8	80.9
Overall Growth Status/Index					
		Exceeds Expected Growth (Index of 8.81)	Exceeds Expected Growth (Index of 11.72)	Exceeds Expected Growth (Index of 9.56)	Exceeds Expected Growth (Index of 7.29)
WorkKeys					
	% who scored silver or higher	82.5	97.89	94.25	93.7

ACT				
	2013-14	2014-15	2015-16	2016-17
% ≥ 17	94.2	92.5	95.9	91.1
Composite	24.4	24.5	24.7	24.5
English (Avg)	23.9	24.3	24.3	24.3
Math (Avg)	24.9	24.6	24.9	24.2
Reading (Avg)	25.1	25.1	24.9	25.2
Science (Avg)	23.2	23.5	23.9	23.8
Graduation Cohort Rate				
4 yr Cohort	97.3	97.8	97.14	98.4
SAT				
Total	1734	1705	1699	



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Providence High School Profile

Providence Senior High School, located in suburban South Charlotte, currently serves 2053 students. The student body consists of 72.5% Caucasian students, 8.4% African-American students, 10.6% Asian students, 6.2% Hispanic students, 0.2% American Indian and 2.1% multi-racial students. In addition to the main building, the campus includes a technical building, a greenhouse, and a gym, which houses a swimming pool. The grounds are comprised of a football stadium, baseball stadium, softball field, practice fields, tennis courts, and cross-country trails.

The academic program at Providence High School is among the best in the state. We have a rich tradition of excellence. PHS is a National Blue Ribbon School, the highest recognition available to schools. For three consecutive years, we have been recognized by the state as one of the top two schools our size with the highest graduation cohort rate. We were recognized for having the highest graduation cohort rate in NC in 2015 with a percentage of 97.8. We are currently the highest ranked school in CMS as determined by NC DPI (and ranked 5th in NC) with an overall grade of A+ for the 7 academic measures included in the High School Accountability plan. The plus (+) was earned because Providence has a smaller achievement gap between subgroups than the State. Not only are our students excelling in the academic measures by scoring above proficiency, they are also showing tremendous **growth** from one year to the next. For the 2016-17 school year, Providence exceeded expected growth expectations with a growth index of 7.29. Our students consistently have the highest average SAT score in the Charlotte region. Last year, our seniors earned the largest number of scholarships (even though the class size was only 448) and earned the highest amount of scholarship money per capita in CMS, totaling more than \$14.8 million in scholarship money. As one can see by our academic achievements, we set high expectations for performance by instilling in our students the desire to never settle for less than their best.

Our teacher turnover rate is low thus contributing to a well-established culture of high expectations and achievement. All classes are taught by highly qualified teachers. The instructional staff at Providence includes 109 certified staff members; 113 teachers, 5 guidance counselors, 3 certified support staff for Career and Technical Education (CTE) or testing, a Technology Facilitator, and 5 administrators. All of the administrative staff, members of the counseling staff, and media specialist are required to have master's degrees. Fifty-three percent of our certified staff have a master's degree or higher, 19% are National Board certified, and 57% of our teachers have over 10 years of teaching experience.

With an emphasis on academics and college entrance preparation, Providence offers 31 different Advanced Placement courses and 56 Honors level courses. The total student enrollment in AP classes last year was 1566 with 724 different students enrolled which is

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an increase in overall number of students enrolled and in the overall AP enrollment. Our AP exam pass rate last year was 82.3%. A wide variety of elective course offerings are available at various levels in the following areas: fine arts (including visual and performing arts), debate, creative writing and publications, four different foreign languages (three of which have 5 levels), and other CTE offerings (Project Lead The Way (PLTW) biomedical technology, PLTW engineering, multi-media and web design, entrepreneurship, computer programming, marketing, horticulture, auto mechanics, drafting and technology). Providence offers a standard course of study curriculum, which includes a college/university preparation track, a college technical preparation track, a dual college/university & technical preparation track, and a career track. An occupational course of study leading to an occupational diploma is also available for qualified students in the Exceptional Children's Program. The curriculum is administered on a modified/hybrid 4x4 block schedule (with some A/B classes), allowing for flexible scheduling.

There is a place for every student to find his/her niche in extra-curricular opportunities at Providence. We provide a wide variety of athletic teams, fine and performing arts programs, as well as academic, social, and service clubs and organizations. Because Providence offers 31 sports teams, 3 club sports teams, 26 active clubs, Peer Tutoring, Speech and Debate, Science Olympiad, Quiz Bowl and Student Government Association, students can always find something that piques their interest. Their engagement helps our large school feel much smaller. Newspaper, yearbook, and literary magazine opportunities exist not just for students enrolled in those classes but for the general population to submit stories, photography, or news for publication. In addition, students can participate in the various drama productions and the spring musical or talent show. Our Navy Junior ROTC program is extremely active and includes a marksmanship range. Our unit has been recognized by the US Department of the Navy as a Distinguished Unit with Academic Honors for 3 consecutive years. We are extremely proud of this success.

Providence is a superior school with dedicated staff and students, as well as supportive parents and community partners. In collaboration with the tremendous support we receive from our parent community, students at Providence excel in school and are well equipped for the challenges of college and the world of work. We set high expectations for our faculty and our students and strive to continue to grow and improve each year so that our students are prepared to be competitive in the global economy they will enter in the future.



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Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ul style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools



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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.			
Strategic Plan Goal:	Goal 2: Recruit, develop, and retain a premier workforce. Goal 4: Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.			
Strategic Plan Focus Area:	Goal 2: Recruitment, Professional Development, Retention, New Career Pathways, Leadership Development Goal 4: Physical Safety, Social and Emotional Health, High Engagement, Customer Service, Cultural Competency			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	N/A			

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Create a lunch duty roster that divides all certified staff into 5 teams who will have lunch duty every day for one week out of every five weeks. In addition to 30 minutes for lunch, teachers have 90 minutes of planning time each day which equals 7.5 hours per week (see Goal 2 below).	Principal/ Dr. Harrill	Provide for sufficient and active supervision for the over 1000 students per lunch period so that order, discipline, and safety are maintained at Providence.	None.	All certified staff	Yearlong *November 2017 *February 2018



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SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.			
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready. Goal 2: Recruit, develop, and retain a premier workforce.			
Strategic Plan Focus Area:	Goal 1: College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gaps Goal 2: Recruitment, Professional Development, Retention, New Career Pathways, Leadership Development			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	N/A			

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Create a master schedule that provides for a 90 minute planning time each day for teachers. That is a total of 7.5 hours per week of planning time.	Assistant Principal/ Mrs. Cain	During planning time, teachers will meet with other teachers who share their content area to devise lessons that will improve student achievement, consult with counselors, parents or administrators.	None	All certified staff	Yearlong

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SMART Goal (3): <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.			
Strategic Plan Goal:	Goal 4: Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.			
Strategic Plan Focus Area:	Physical Safety, Social and Emotional Health, High Engagement, Customer Service, Cultural Competency			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	N/A			

Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) <ul style="list-style-type: none"> • Interim Dates
1. Anti-Bullying Activities <ul style="list-style-type: none"> • Review/ Share policy of expectations and processes with students and parents. Homeroom teachers will review information during the first 10 days of school. • Initiate school-wide Bullying Prevention Month Activities during 1st Semester. This is a national event to help establish school culture and set tone for the rest of the year. 	Administration / Mr. Lansing, Dr. Barnes, Ms. Williams Bullying Prevention Liaison/ Ms. Sharon Walker	Percentage of students who sign the CMS Rights and Responsibilities awareness form will be above 95%. Copy of agenda from Bullying Prevention Month activities. Discipline referrals related to bullying and school environment will continue to be low.	None.	All Teachers	Between 8/28/17 to 10/30/17 Month of October



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<ul style="list-style-type: none"> • Assembly will be held for freshmen. Executive Board members, who are seniors, will present ideas on ways to fight bullying. • GSA club members will create anti-bullying awareness by collecting student signatures on anti-bullying pledge cards during lunch. • SGA will sponsor Mix It Up Day to encourage an inclusive school community. 		<p>Percentage of students who sign an anti-bullying pledge card will be calculated and used for comparison to future years.</p> <p>Students will branch out of their comfort zone and eat lunch with someone new.</p>			
<p>2. Character Education</p> <ul style="list-style-type: none"> • We will continue to offer NJROTC as a character and leadership development program. • Community service hours are required by several classes, the National Honor Society, and clubs such as the Interact club. • For the first 10 days of school we teach by reading and explaining the school rules and the <u>CMS Rights and Responsibilities</u> handbook. We revisit these throughout the year as frequent reminders. 	<p>NJROTC teachers / LCDR Saa and MGS Osborne</p> <p>Teachers</p> <p>Principal/ Dr. Harrill</p>	<p>Students know and understand proper behavior as well as civic responsibility.</p> <p>Students submit documentation for hours of community service performed. The PTSO recognizes students who have obtained Bronze, Silver and Gold levels of the Presidential Volunteer Service Award.</p> <p>Students and parents sign the <u>Rights and Responsibilities</u> confirmation form.</p>	None	All staff	<p>Yearlong</p> <p>*November 2017</p> <p>*February 2018</p>



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<p>3.School Health Team</p> <ul style="list-style-type: none"> • Emergency protocols in place (including a first response team) for accidents, seizures, allergic reactions, and for students with a history of a medical condition. • Faculty wellness program where teachers are offered an opportunity to exercise after school. • Providence is a tobacco –free campus • We offer no vending choices to students. 	<p>School Nurse / Ms. Yudell</p>	<p>Medical incidents are responded to quickly and efficiently.</p>	<p>None</p>	<p>All staff</p>	<p>Yearlong</p> <p>*November 2017</p> <p>*February 2018</p>
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SMART Goal (4):	<i>Providence is committed to ensuring that students earn academic credits to graduate at the completion of their 4th year of high school. For the 2017 - 2018 school year, we will maintain a greater than 98% Cohort Graduation Rate.</i>			
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready. Emphasize modern global learning.			
Strategic Plan Focus Area:	College and Career Readiness, Academic Growth/High Academic Achievement, Access to Rigor, Closing Achievement Gaps			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	2016-17 data indicates a 98.4% graduation cohort rate.			

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Cohort Identification • Identify students who are not on cohort • Identify courses needed to return to cohort	Counselors/ Hodge, Abbott, Walker, Obringer & Menon.	List of at-risk students. Audit of all transcripts for seniors and a cross check by a 2 nd auditor by October 6, 2017.	None	Teachers Counselors Administrator	August 2017– June 2018 *November 2017 *February 2018
2. Organize plan to get back on cohort • Communicate with parents and teachers • Core Academy / Credit Recovery • Counselor meets with students/ parents	Admin Team/ Lansing, Barnes & Williams and Counselors/ Hodge, Abbott, Walker, Obringer & Menon.	<ul style="list-style-type: none"> • Emails • Report cards • Counselor notes • Administrator notes • Address excessive absences & assign recovery 	Credit Recovery funds allocated from Central Office	Teachers Counselors Administrator	August 2017 – June 2018 *November 2017 *February 2018

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<ul style="list-style-type: none"> Administrator meets with students / parents 					
<p>3. Identify At-Risk students still in danger of dropping off the cohort and develop an intervention plan using the following strategies:</p> <ul style="list-style-type: none"> Require students to attend "Credit Recovery" class(es) to make up classes they have missed Schedule parent / student / teacher conferences Monitor grades Offer tutoring for students Survey students about what barriers they are encountering & what help they think they need. Create a Mentor / Buddy program and pair a successful upperclassmen with a struggling underclassmen 	<p>Admin Team / Lansing, Barnes & Williams Counselors / Hodge, Abbott, Walker, Menon & Obringier</p>	<ul style="list-style-type: none"> Report cards indicating passing grades 	<p>Credit Recovery funds from Central Office</p>	<p>Teachers, Counselors, & Administrator</p>	<p>August 2017 – June 2018</p> <p><small>*November 2017 *February 2018</small></p>



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<p>4. Transition 9th graders into Providence to ensure success by communicating with parents and students.</p> <ul style="list-style-type: none"> • Advertise & invite 9th grade parents and students to “Panthers on the Prowl” night held in April prior to 9th grade year • Homeroom presentations by counselors & homeroom teachers to explain GPA, high school expectations, importance of freshmen year, & how counselors can assist • Assembly to orient students to Naviance, study tips, & tutoring plan • Conduct “Transition 101” workshop for parents to discuss transition to high school, dealing with adolescents, etc. • Advertise and emphasize our Peer Tutoring plan where upperclassmen volunteer to tutor students in various subjects. 	<p>Principal/ Dr. Harrill</p> <p>Counselor/ Adrian Hodge & CDC/ Sharon Walker</p> <p>Guidance Counselors / facilitated by Guidance Secretary</p>	<p>Attendance by parents and students to “Panthers on the Prowl” and “Transition 101”</p>	<p>None</p> <p>\$200.00 for copies</p>	<p>Guidance Department and Homeroom Teachers</p>	<p>Spring and Fall each year</p> <p>*November 2017 *February 2018</p> <p>Sept. 2017</p>
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SMART Goal (5):	Increase achievement scores on SAT and ACT tests. By the end of the 2017-18 school year, 93% of our students will achieve a score of 17 or better on the ACT. We will increase our SAT average score and insert that data once received.			
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21 st -century learning environment for every child to graduate college- and career-ready.			
Strategic Plan Focus Area:	I. College- and career-readiness, Academic growth/high academic achievement			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	X Score 1550 on SAT or 22 on ACT
Data Used:	As of Spring 2017, 91% of 11 th graders scored a 17 or higher on the ACT test. The ACT Composite Score for the Class of 2017 is a 25.4 (the highest in CMS).			

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Meet with Core Content Area Departments <ul style="list-style-type: none"> • Introduce test taking strategies to incorporate into lessons. • Explain each test and scoring of each test. • Demonstrate navigating the online practice program. 	Principal/ Dr. Harrill	<ul style="list-style-type: none"> • Teachers will have an understanding of how to incorporate strategies in their lessons. • Teachers will have an understanding of the difference between SAT and ACT tests. 	None.	All Core Content Area Teachers	By ACT Test Day, February 2018



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<p>2. Schedule times for students to practice.</p> <ul style="list-style-type: none"> Teachers assist students in the use of Edgenuity, the online test prep resource, where students can practice their individual areas of weakness. Math teachers of 11th graders will provide a “refresher” on the type of math skills students need to know for the ACT. 	<p>Principal/ Dr. Harrill / 11th grade Core Teachers</p>	<ul style="list-style-type: none"> Students will navigate Edgenuity, an online provider. 	<p>None.</p>	<p>Principal/ Dr. Harrill / 11th grade Core Teachers</p>	<p>10-18-17 – Practice ACT test day</p>
<p>3. All 11th graders will be offered a free opportunity to take a practice ACT with the Princeton Review on Saturday at Providence.</p>	<p>Sharon Walker, Career Development Coordinator</p>	<p>List of students who attended free practice ACT.</p>	<p>None.</p>	<p>Sharon Walker, Career Development Coordinator</p>	<p>November 2017/ ACT Practice test day</p>
<p>4. Communicate with Parents via Parent Night and email so they are provided with information on SAT/ACT, Edgenuity, and other resources to improve SAT/ACT performance</p> <ul style="list-style-type: none"> Host a Parent night with Princeton Review personnel. Host parent night to provide training on Pre-ACT and 	<p>Principal/ Dr. Harrill and Counselors</p>	<ul style="list-style-type: none"> Parent Attendance Schedule of SAT/ACT classes offered. Student Attendance 	<p>None.</p>	<p>Principal/ Dr. Harrill and Counselors</p>	<p>12/5/2017 – 3/13/2018</p>



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<p>PSAT Test results and interventions.</p> <ul style="list-style-type: none"> • Provide parents with tutorial information and resources to help students prepare for ACT. 					
<p>5. Train all teachers on Literacy skills to be used in their content areas. Provide ongoing and follow-up training throughout the year.</p> <ul style="list-style-type: none"> • Teachers will attend training and implement strategies in their classrooms. • Teachers will work with their Content Area Planning teams to select complex text and implement Close Reading and Reading Apprenticeship strategies. 	<p>Principal/ Dr. Harrill and Administrative Team</p>	<ul style="list-style-type: none"> • Formal and informal observation data • Content Area Planning Minutes • Copies of Lesson Plans using complex text and reading strategies 	<p>School funds for copies (\$1000).</p>	<p>Principal, Assistant Principals and Teachers.</p>	<p>October 2017 – June 2018</p> <p><small>*November 2017 *February 2018</small></p>



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SMART Goal (6):	By the end of the 2017 -18 school year, we will increase EOC test data for Levels IVs & Vs from a composite score of 85.1 to a composite score of 87 in English II, Biology, and Math I combined. Improve student achievement as measured by NC Final Exams and ACT WorkKeys.			
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21 st -century learning environment for every child to graduate college- and career-ready.			
Strategic Plan Focus Area:	IV. Academic growth/high academic achievement – improve EOC data			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	x Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	EOC scores from 2016 - 17 indicate a composite/total score of 85.1 percent of students scoring Level IV or V in English II, Biology, and Math I combined.			

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Intensive planning meetings for teachers of EOC tested courses. <ul style="list-style-type: none"> • Schedule times, places, and substitutes for a whole day of planning. • Gather released tests for use in planning. • Study the Essential Standards and Common Core Curriculum to ensure alignment between what is taught and tested. 	Principal/ Dr. Harrill	<ul style="list-style-type: none"> • Minutes of meetings • Unit and lesson plans • Pacing guides 	Cost of substitute teachers. \$3000.00 funding provided by State PD funds and / or school funds.	Teachers of EOC tested courses	Oct. 31, Jan. 31, March 31



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<p>2. Meet with teachers after their planning day for update on progress.</p>	<p>Principal/ Dr. Harrill</p>	<ul style="list-style-type: none"> • Discuss minutes, unit and lesson plans, and pacing guides for completion 	<p>None.</p>	<p>Principal & Teachers of EOC tested courses</p>	<p>By: 12/2017</p>
<p>3. Monitor student progress in each EOC/NC Final Exam courses.</p> <ul style="list-style-type: none"> • Classroom academic support • Differentiated/data-driven instruction • Tutoring supports for students (school-wide tutoring plan) 	<p>Principal/ Dr. Harrill and Teachers of EOC tested courses</p>	<ul style="list-style-type: none"> • EOC test data, NC Final Exam data • Collaboration of teachers • Minutes of Content Area Planning 	<p>None.</p>	<p>Principal and Teachers in tested courses</p>	<p>By: Oct. 31, Jan. 31, March 31</p>
<p>4. Focus on implementing Common Core and NC Essential Standards.</p> <ul style="list-style-type: none"> • Content Area planning sessions for teachers • Concentrate on practical applications of state standards • Professional development for teachers in an effort to enhance instruction through technology 	<p>Principal/ Dr. Harrill and Teachers of EOC and WorkKeys tested courses</p>	<ul style="list-style-type: none"> • Minutes of Content Area planning sessions • Research on current strategies for practical applications. 	<p>\$1000.00 State PD funding for teacher substitutes.</p>	<p>Principal and Teachers in tested courses</p>	<p>Aug. 2017- June 2018 *November 2017 *February 2018</p>
<p>5. Apply expertise in Common Core and CTE Essential Standards.</p> <ul style="list-style-type: none"> • Apply standards to daily 	<p>Principal/ Dr. Harrill and Teachers of EOC and</p>	<ul style="list-style-type: none"> • Classroom Observations • Lesson plans • Objectives • Pacing Guides 	<p>None.</p>	<p>Principal and Teachers in tested</p>	<p>Aug. 2017- June 2018 *November 2017 *February 2018</p>



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lesson plan objectives. <ul style="list-style-type: none"> Focus student learning on state standards 	WorkKeys tested courses			courses	
6. Provide ongoing communication to parents about curriculum, testing expectations and data release.	Principal / Dr. Harrill	<ul style="list-style-type: none"> Copies of email communication, Connect 5 (telephone communication), and copies of meeting agenda minutes 	None.	Principal	Aug. 2017- June 2018 <small>*November 2017 *February 2018</small>
7. Encourage and influence student participation in extra help offered (tutoring with teachers, peer tutoring) both before and after school through communication with parents and students by teachers, counselors and administrators		<ul style="list-style-type: none"> Communication logs with parents / students who are struggling. 	None.	Counselors	August 2017 – June 2018 <small>*November 2017 *February 2018</small>
8. Apply strategies to make the content rigorous and relevant for all students. Provide a balanced curriculum that enhances literacy skills. <ul style="list-style-type: none"> Teachers will develop lessons that are aligned to the assessments and the standards which are also rigorous, relevant and require critical-thinking and problem-solving. 	Principal, all Assistant Principals, all teachers	<ul style="list-style-type: none"> Walk-through observations, formal and informal observations, student survey data, anecdotal data from graduates about their preparedness for college and/ or career. 	None.	Principal, Department Chairs, Assistant Principals	August 2017- June 2018 <small>*November 2017 *February 2018</small>



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Smart Goal (7) Mastery Grading Procedures Plan – Required for All Schools				
Providence High School will continue to implement grading procedures that comply with CMS Board Policy. Each department will work on implementing grading practices that give students an opportunity to demonstrate mastery.				
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.			
Strategic Plan Focus Area:	Academic growth/high academic achievement			
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	Report card grades and EOC scores will indicate corresponding data of student mastery.			

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Common assessments <ul style="list-style-type: none"> • Create Pre- & Post-assessments using: Canvas, Quia, Test Generator, Google Forms, teacher-created assessments, &/or School Net. Align to objectives and student needs. 	Content Area Department Lead Teachers	Teachers and students will be able to see specific growth indicators per objective. Teachers and students will identify areas of remediation and enrichment.	None.	Instructional Staff, Assistant Principals/ Barnes, Cain, Lansing & Williams	Each semester *November 2017 *February 2018 *April 2018
2. Data disaggregation <ul style="list-style-type: none"> • Analyze assessment results to determine specific objectives and students who 	Content Area Department	Students will receive additional support in the classroom, from counselors, and through tutoring. Teachers & counselors will	None.	Asst. Principals / Cain, Barnes, Lansing &	Yearlong *November 2017 *February 2018

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<p>need remediation / intervention.</p> <ul style="list-style-type: none"> Determine what & how reteaching will occur. 	Lead Teachers	consistently evaluate & support students' instructional needs.		Williams and Counselors/ Hodge, Abbott, Walker, Menon & Obringer	
<p>3. Flexible grouping</p> <ul style="list-style-type: none"> Establish weekly tutoring sessions for selected students according to individual academic needs, based on specific objectives. 	All Core Content Area Teachers	Students will receive small group and individual assistance to improve understanding and application of coursework assignments and curriculum through extended time, remediation strategies, modeling, and extensive practice.	None.	All Core Content Area Teachers	Weekly
<p>4. Additional Learning Opportunities</p> <ul style="list-style-type: none"> Students will be held accountable for learning. Each content area team within each department will create a plan that works for their students in their content area which gives students an opportunity to demonstrate learning. 	All Content Area Teachers Principal	<p>Copies of Course Prospectus</p> <p>The plans will be approved by the Principal & communicated in writing to students and parents.</p>	None.		*November 2017 *February 2018
<p>5. Late and make-up work</p> <ul style="list-style-type: none"> In accordance with CMS Board Policy, any student who misses assignments or due dates because of absences, whether excused or unexcused, is allowed to 	Principal/ Dr. Harrill	<p>Students will have time to complete late and make-up work to provide equitable opportunities to demonstrate understanding of assignments.</p> <p>Copies of Course Prospectus</p>	None.	Instructional Staff, Counselors	Yearlong *November 2017 *February 2018



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<p>make up the work. Arrangements for completing the work must be made within five (5) school days & should include a schedule for completion of the work. Students must initiate the contact with the teacher.</p> <ul style="list-style-type: none"> • Acceptance of all homework & other assignments will occur, even when turned in after the due date. Credit for late work shall be awarded according to the guidelines provided to parents/students in advance through the course prospectus. 		<p>outlining policies.</p>			
<p>6. Grade reporting</p> <ul style="list-style-type: none"> • Give parents access to student grades through Power School. • Teachers will update grades in PowerSchool within 10 school days of the date an assignment is collected. 		<p>Parents and students will see updated grades in order to navigate areas of improvement for individual classes/sections. Students will participate in course-specific tutoring when area of improvement is identified.</p>	<p>None.</p>	<p>Instructional Staff, Counselors, Administrators</p>	<p>Yearlong *November 2017 *February 2018</p>



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Providence High School - 600 Waiver Requests

Request for Waiver

1. Insert the waivers you are requesting

- *Maximum Teaching Load and Maximum Class Size (grades 4-12)*

2. Please identify the law, regulation or policy from which you are seeking an exemption.

- *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size*

3. Please state how the waiver will be used.

- *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

4. Please state how the waiver will promote achievement of performance goals.

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*



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