



South Granville High School
2025-2027 School Improvement Plan Executive Summary

<i>Introduction and School Overview:</i>	South Granville High School, home of the Vikings, is located in the town of Creedmoor, North Carolina, and is home to 898 students and approximately 85 staff members. The 2025–2026 school year marks the first year of the merger between Granville Central High School and South Granville High School students. Founded in 1962, SGHS has a long tradition of academic and community engagement. The school is accredited by Cognia, formerly SACS CASI North Carolina State Office (SACS-CASI-NC). Academically, SGHS operates on a 4x4 block schedule, with students taking four 90-minute classes each day. This structure allows students to earn four credits per semester, supporting both academic rigor and scheduling flexibility. In the 2024–2025 school year, SGHS exceeded expected growth and currently holds a school performance grade of “C.”
<i>Goal or Performance Measure #1: Student Attendance</i>	By the end of the 2026-2027 school year, student attendance will increase from 85% to 93% as measured by monthly attendance records in Infinite Campus.
<i>Success Indicators</i>	<i>Indistar Indicators:</i> <i>E 1.06- The school regularly communicates with parents/guardians about</i>

	<i>its expectations of them and the importance of the curriculum of the home.</i> School Indicators: • <i>Quarterly watch list reports show a steady increase in the percentage of students meeting grade-level promotion requirements.</i> • <i>Course failure rates decrease</i> • <i>The school's annual dropout rate declines compared to the previous year.</i>
Action Steps	• Follow the procedures outlined by the GCPS district attendance committee • Ensure staff document all communication in Infinite Campus regarding attendance as part of their Evaluation in NCEES • Send home letters for students who are absent at the 3, 6, and 10 day mark • Utilize the GCPS attendance contract as needed for student absenteeism • Send names of students with 16 or more absences to the district level for a parent meeting with the Student Services Director • Meet weekly with the Student Service Meeting on Wednesday to review absenteeism and to make phone calls to chronically absent students • Collaborate with the SGHS social worker to assist families with chronic absenteeism • Implement a quarterly award system for good attendance
Goal or Performance Measure #2: Graduation Rate	By June 2027, the four year cohort graduation rate for South Granville High School will increase to 92% or higher. Increasing 5% each school year for two years as measured by the GCPS graduation rate.

<i>Success Indicators:</i>	<i>Indistar Indicators:</i> <i>C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.</i> <i>School indicators:</i> • <i>Annual cohort data, credit recovery participation, and watchlist reports show steady improvement toward our target.</i> • <i>The GCPS graduation rate report shows at least a 5% increase in the SGHS four-year cohort graduation rate each school year.</i> • <i>Participation in interventions (credit recovery, tutoring,) results in higher pass rates for students at risk of not graduating.</i> • <i>Dropout rates decline each year as more students remain enrolled and progressing toward graduation</i>
<i>Action Steps:</i>	• Provide teacher PD on effective instructional strategies for engaging and supporting struggling learners during PLC (professional learning communities) times and teacher workdays. • Strengthen supports for 9th graders to ensure a successful transition to high school with interventions and parent meetings • Host quarterly family engagement events to inform parents about graduation requirements, college/career pathways, and available supports • Ensure every student has an updated Individual Graduation Plan and career development plan reviewed annually with a counselor or advisor. • Expand access to CTE, AP, and dual-enrollment courses to keep students engaged and on track for post-secondary success. • Implement grade-level recognition for students reaching key benchmarks. • Utilize the SST to monitor chronic absenteeism and communicate regularly with families of students who are at risk. • Offer flexible credit recovery options during and after school, as well as summer sessions, to ensure students stay on track. • Implement quarterly reviews with counselors and administration of student data (attendance, grades, and credits earned) to identify students at risk of not

	graduating on time.
Goal or Performance Measure #3: Subgroup Performance Academic Success	By June 2027, South Granville High School will increase proficiency in all tested subject areas by at least 10 percentage points across all subgroups, as measured by state assessments, through the implementation of targeted instructional strategies, ongoing progress monitoring, and data-driven interventions.
<i>Success Indicators:</i>	School Indicators: • Quarterly benchmarks, such as quarterly assessments, formative assessments, and progress monitoring data, show consistent growth toward the 10% target. • Teachers regularly implement data-driven interventions and instructional adjustments based on subgroup performance trends on assessment and benchmark testing Indistar Indicators: <i>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.</i> <i>E 1.06- The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home.</i>
<i>Action Steps:</i>	• Provide time in PLCs for teachers to plan re-teaching and intervention strategies based on student performance. • Adjust lesson plans and instructional strategies based on student data • Provide professional development for teachers on high-yield instructional

	practices, including scaffolding, differentiation, and literacy integration across content and CTE areas • Ensure the administration conducts regular instructional walkthroughs with feedback • Ensure teachers analyze benchmark assessments, common formative assessments, and classroom data to monitor progress by subgroups • Provide students with remediation and interventions during Viking time • Ensure admin review quarterly assessment data by subject, standard, and subgroup to identify trends and gaps • Ensure resources, professional development, and interventions are allocated equitably across all student subgroup • Communicate regularly with families about student progress and available intervention programs. • Provide Tier 2 (small-group) and Tier 3 (individualized) interventions during school and after school • Celebrate milestones throughout the school year
Goal or Performance Measure #4: (Literacy) REQUIRED	By June 2027, 100% of teachers in all content and CTE areas at South Granville High School will embed explicit literacy strategies, such as academic vocabulary instruction, text-based questioning, and written responses into their instruction at least twice weekly, resulting in a 10% increase in student proficiency on literacy-related EOC assessments.
<i>Success Indicators:</i>	School Indicators: • Increase in the percentage of students meeting or exceeding proficiency on state assessments in ELA, math, science, social studies, and CTE post-assessments. • Disaggregated gains across all subgroups • Improvement in scores on schoolwide or department-level benchmark assessments over time. • Reduction in the number of students performing below grade level in core content areas. Indistar Indicators:

	<i>B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.</i>
<i>Action Steps:</i>	• Provide time in PLCs for teachers to plan re-teaching and intervention strategies based on student performance. • Adjust lesson plans and instructional strategies based on student data • Provide professional development for teachers on high-yield instructional practices, including scaffolding, differentiation, and literacy integration across content and CTE areas • Ensure the administration conducts regular instructional walkthroughs with feedback • Ensure teachers analyze benchmark assessments, common formative assessments, and classroom data to monitor progress by subgroups • Ensure admin review quarterly assessment data by subject, standard, and subgroup to identify trends and gaps • Provide students with remediation and interventions during Viking time