

2023-24 School Improvement Plan

Mission: The mission of DECHS is to produce college-ready students prepared for a globally competitive 21st century.

Vision: To create a nurturing environment where excellence is the norm.

Goals:

During the 2023-2024 school year, the school will increase its achievement score from 77.1 to 84.8 and increase ACT proficiency from 48.9% to at least 58.9%, and "Exceed" School Accountability Growth, by increasing school performance letter grade from 79 (B) to at least 85 (A).

During the 2023-2024 school year, 100% of DECHS teachers will facilitate professional development on effective instructional practices at the building, state, and/or national levels.

During the 2023-2024 school year, 100% of students will have individual check-ins with assigned DECHS staff to discuss and document their pathway to being college and career-ready.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		As of August 2023, teachers began submitting weekly lesson plans that are used to plan daily class activities, designed for individualized instruction. Additionally, teachers are using student learning styles data to support and engage students in using a variety of different sources) to drive instruction to ensure students are keeping up with and understanding content. The school is working on creating common practices (ex. make up work policy, parent contact, MTSS Interventions).				
<i>How it will look when fully met:</i>		Teachers ensure quality and uniformity across all grades, weekly lesson plans are developed by all teachers, aligned to standards, and include challenging learning activities for all students. Learning activities target instruction to each student’s level of mastery. Administration regularly reviews lesson plans each week, and gives feedback as needed for reflection and improvement. Evidence of full implementation		Michael Schramm	05/01/2024	

	includes samples of Canvas pages, lesson tuning feedback, and agendas.			
Actions		0 of 4 (0%)		
9/28/23	The teachers use data from the learning styles inventory to differentiate instruction.		Michael Schramm	01/30/2024
<i>Notes:</i>				
10/12/23	An outdoor classroom will be created as a flexible alternative to enhancing the learning experience and mental health.		Michael Schramm	05/01/2024
<i>Notes:</i>				
9/28/23	Students are encouraged to use a planner to keep track of their assignments.		Michael Schramm	05/01/2024
<i>Notes:</i>				
9/28/23	Teachers establish roles when students are working collaboratively.		Michael Schramm	05/01/2024
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>As of September 2023, Instructional teams are working together to co-design standards-aligned units of instruction, and collaboratively develop or identify high quality instructional materials for each learning activity to support student attainment of learning objectives. . Teachers utilize district-made curriculum tools (pacing and curriculum guides), to develop plans that are aligned with the level of rigor intended for each standard. Teachers are vertically articulating the learning targets with instructional rounds to ensure continuity between the grades and courses and sufficient coverage of the learning domains. Teachers also utilize SchoolNet for benchmark and interim testing. All teachers unpack benchmark data using an analysis document, EVAAS projections, and DPI Green book projections. In addition, all teachers document their growth in an internal spreadsheet to monitor growth throughout the semester.</p> <p>As of September 2022, Instructional teams are working together to co-design standards-aligned units of instruction, and collaboratively develop or identify high quality instructional materials for each learning activity to support student attainment of learning objectives. . The desired outcome, teachers utilize district-made</p>			

curriculum tools (pacing and curriculum guides), to develop plans that are aligned with the level of rigor intended for each standard. Students are vertically articulating the learning targets with instructional rounds to ensure continuity between the grades and courses and sufficient coverage of the learning domains. Teachers also utilize SchoolNet for benchmark and interim testing. All teachers unpack benchmark data using an analysis document, EVAAS projections, and DPI Green book projections. In addition, all teachers document their growth in an internal spreadsheet to monitor growth throughout the semester.

Priority Score: 3 Opportunity Score: 2 Index Score: 6

How it will look when fully met: Using a standard template to ensure quality and uniformity across all grades, weekly lesson plans are developed by all teachers, aligned to standards, and include challenging learning activities for all students, we will achieve this by doing lesson tuning and instructional rounds every month. Learning activities target instruction to each student’s level of mastery. Administration regularly reviews lesson plans each week, and gives feedback as needed for reflection and improvement. Evidence of full implementation includes samples of Canvas pages, lesson tuning feedback, agendas, and participation in the Early College Network events.

Payton Johnson (Westbrook) 05/01/2024

Actions 0 of 3 (0%)

10/19/18 Develop a template that will be used by all teachers to keep an organized and clear Canvas page with I CAN statements, and standards visible for students with assignment lists.

Payton Johnson (Westbrook) 05/01/2024

Notes:

9/28/23 All teachers will participate in lesson plan tuning and instructional rounds for more robust powerful teaching and learning.

Payton Johnson (Westbrook) 05/01/2024

Notes:

9/28/23 Teachers will participate in Early College Network events to update the school's instructional practices.

Payton Johnson (Westbrook) 05/01/2024

Notes:

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Student support services

KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-	Implementation Status	Assigned To	Target Date
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		based instruction aligned with the individual needs of students across all tiers.(5117)			
Initial Assessment:		<p>As of September 2023, support staff and teachers communicate to ensure that instruction is appropriate for students impacted by mental health issues, academic struggles, or other external issues. The goal is to ensure that all students are successful. In addition, to improve instruction and focus on evidence-based practices, teachers will attend Professional Development to share new and evidence-based practices with peers.</p> <p>Student Success meetings are held weekly.</p> <p>Acceleration support is available during school. A Google Excel spreadsheet provides the names of students who receive acceleration during Herds.</p> <p>PLC meetings are focused on AVID/CIF Strategies, Rigor, and Calling on Students.</p>			
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		<p>When this objective is complete, there will be documentation of teachers/principal interactions with support staff meetings to ensure that the varied needs and interventions of students are addressed and met. In addition, these logs will provide evidence for how teachers are modifying instruction, through the MTSS process, to make sure that instruction is driven based on data and informal/formal meetings about student well-being. Additionally, monthly sharing of Professional Development will allow all teachers to gain new, instructional-based practices. The focus of these presentations will be documented in school improvement team documents. If all teachers have attended and shared professional development, it will indicate they are improving their practice and developing better instruction practices for powerful teaching and learning.</p>		Lucmar Gomez (Crespo)	05/06/2024
Actions			0 of 2 (0%)		
10/4/21	Teachers will meet with support staff at least once a week to ensure instruction is appropriate for students with different learning situations such as mental health support, unpacking strategies to address student needs, and differentiation/modification.			Lucmar Gomez (Crespo)	05/01/2024
<i>Notes:</i>					

10/7/21	The teacher will utilize MTSS and tiered instruction to support struggling students provided by the school counselor and staff members to refine Tier 1 or Core Instruction and create an intervention plan for Tier 2 and Tier 3 students		Lucmar Gomez (Crespo)	05/05/2025	
<i>Notes:</i>					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		As of August 2023, all teachers have access to social & emotional learning resources provided by the school counselor. The school counselor will give an SEL lesson in each class. Some teachers make use of outside resources that can assist students; we are working towards incorporating these on a regular basis. Beginning October 1st, a part-time school-based mental health provider will be on campus. The district has partnered with Tar Heel Human Services to offer an in-school therapist free of charge to students. Students can be referred to the mental health provider by teachers and staff when needed/necessary. KidTalk meetings will be held to address individual student needs.	Limited Development 08/20/2018		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		When this objective is complete, teachers implement SEL lessons in the classroom and discuss mental health topics in class. School counselor provides professional development for teachers regarding addressing students' emotional needs in the classroom, as well as provides a list of resources for teachers to share with students. Advisory activities are catered to emotional, social, and personal issues that are developmentally appropriate. Mental health and other community resources are readily available. All students feel comfortable asking for help from at least one adult in the building. KidTalk protocol has been implemented and successful in assessing individual student's needs.		Willoughby Newcomb	05/06/2024
Actions			0 of 3 (0%)		
4/3/19	The school counselor will share social-emotional resources with the staff.			Willoughby Newcomb	10/30/2023
<i>Notes:</i>					
10/19/18	Teachers and school counselor will utilize the KidTalk protocol during PLCs to identify and			Willoughby Newcomb	05/01/2024

		discuss individual students' emotional, personal, and social needs as they relate to the classroom.			
<i>Notes:</i>					
9/29/23		The principal and school counselor greet students in the morning as they enter the building and they hear during the announcements daily how loved they are and they belong at the Early College.		Willoughby Newcomb	05/21/2024
<i>Notes:</i>					
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>		As of September 2023 the school develops and implements consistent, intentional, and ongoing plans to support student transitions from one grade level to the next. Grade-level-specific topics are discussed in the classroom to assist in transitioning students, including college readiness testing and increased rigor in college courses. Sophomores complete ACA 122 which includes developing a plan of study for the community college and a post-graduation plan. Ninth graders complete a freshmen elective course which assists with the transition into high school and the community college (AVID). Senior Seminar meets weekly with the school counselor to advise graduates throughout the senior year. The online facilitator is documenting meetings that she has with students about their academic progress.			
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level. The Leadership Team meets with students by grade level each semester to reinforce expectations, discuss policies, and encourage a strong academic pattern. Grade-level-specific topics are discussed to assist in transitioning students, including college readiness testing and increased rigor in college courses. Sophomores complete ACA 122 which includes developing a plan of study for the community college and a post-graduation plan. Ninth graders complete a freshmen elective course which assists with the transition into high school and community college. Senior Seminar meets weekly with the school counselor to advise graduates throughout the senior year. Homeroom teachers and online facilitator meet one-on-one virtually or		Aaliyah Moore	05/06/2024

	face to face with students weekly to support academic progress and meet high school planning milestones.			
Actions		0 of 3 (0%)		
10/4/21	Teachers and online facilitator meet with students to discuss academic progress.		Aaliyah Moore	05/01/2024
<i>Notes:</i>	Students will be selected based on academic performance in high school and college courses.			
9/29/23	Students will enroll in college courses through National Education Equity Lab each semester. They will earn dual college credit from Ivy League schools.		Aaliyah Moore	05/21/2024
<i>Notes:</i>				
9/29/23	Students will participate in Duplin County School Agriculture Days. Guest speakers will host concurrent sessions to include presentations about their careers in agriculture and the history of agriculture in Duplin County.		Aaliyah Moore	05/21/2024
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of September 2023, the MTSS team consisting of the principal, school counselor, social worker, ESL teacher (Principal Fellow), and college liaison meet weekly to discuss and implement interventions for students who are at risk due to attendance, academic progress, behavior issues, and/or social/emotional issues. The School Improvement Team (SIT) meets monthly to discuss data, budget and operational procedures. The SIT consists of staff, teachers, student and parent representatives.			
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		The School Improvement Team (SIT) meets at least once a month to discuss school improvement planning. The IndisStar Team meets before the next SIT meeting to make adjustments. Another meeting of the month is at the principal's discretion. Meeting minutes for all meetings are clear and allow the reader to fully understand the discussion around each meeting agenda item.		Patrick Williams	05/05/2024

	Committee members also share information with the non-committee members to keep them abreast of action steps. Evidence of full implementation includes minutes uploaded or linked to the Manage Meetings section of NCStar. All meetings are documented on the DECHS Calendar.			
Actions		0 of 3 (0%)		
9/29/23	Teachers, the Guidance Counselor, and Social Worker will engage in data conversations based upon subgroup (race, gender, ESL, EC) data on benchmarks, during Kid Talk meetings and Data Walks.		Patrick Williams	04/23/2024
<i>Notes:</i>				
10/19/18	SIT and Indistar Teams meet monthly to review school goals and progress towards meeting them. The MTSS Team meets weekly to discuss student high school and college grades, and to follow up with students on Behavior Intervention Plans.		Patrick Williams	05/05/2024
<i>Notes:</i>				
10/19/18	Team members attend each scheduled meeting and contribute ideas to meet goals that are documented in minutes		Patrick Williams	05/05/2024
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of September 2023, content teachers meet to plan vertically. Teachers also meet monthly to plan advisory activities and Herds competitions. Teachers will plan activities for students to participate in local STEAMA fairs and regional science fair.			
		Priority Score: 2 Opportunity Score: 3 Index Score: 6			
<i>How it will look when fully met:</i>		Teachers meet monthly to plan Herds activities, and meet content teacher meet monthly to plan vertically. Full implementation includes planning that addresses students' socio-emotional needs, including mixed and grade-level activities. Planning documents are available to all Herds teachers.		Garrick Purdie	05/06/2024
Actions			0 of 3 (0%)		

11/3/20	Teachers will engage in face-to-face Lesson Tuning and Instructional Rounds or use the Swivl to videotape lessons for Instructional Rounds. Hosting teachers will provide lesson plans and the visiting teachers will provide warm and cool feedback for host teachers either digitally or on paper.		Garrick Purdie	05/05/2024
<i>Notes:</i>				
11/3/20	Teachers meet monthly to plan and review Herds activities. This includes planning that addresses students' socio-emotional needs, mixed and grade-level projects and activities. All teachers have access once the plans are created.		Garrick Purdie	05/05/2024
<i>Notes:</i>				
9/29/23	Content teachers meet to lesson plan vertically.		Garrick Purdie	05/21/2025
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of September 2023, the principal completes classroom lesson walk-throughs bi-monthly on each teacher, using the walkthrough document. The principal provides constructive feedback on lesson plans for all teachers using a Google Form.			
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Principal completes frequent face to face classroom walkthroughs using the walkthrough document. The principal provides constructive written feedback on lesson plans bi-weekly for all teachers.		Tanya Smith	05/06/2024
Actions			0 of 2 (0%)		
11/3/20		The principal will provide feedback on lesson plans using a Google Form.		Tanya Smith	05/01/2024
<i>Notes:</i>					
9/29/23		The principal will complete the walkthrough form during class visits.		Tanya Smith	05/21/2024
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		As of September 2023, the school staff informally and routinely shares digital tools to enhance face-to-face instruction and communication with students and parents. Our school has partnered with RTI to provide networking and professional development opportunities on instructional practices. Teachers and school staff have selected professional development to attend on an individual basis according to need as well as content areas, including the School Counselor, and College Liaison. Teachers share their PD experience with the staff during the monthly PLC. Data Walk presentations will be scheduled twice this year, each teacher will share their data and receive feedback.			
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		Evidence of full implementation include School performance data, observation data, Design Principle rubric and NCEES to make decisions about School Improvement and Professional Development needs. The LEA/School will communicate data to all stakeholders on a regular basis.		Russell Jackson	05/01/2024
Actions			0 of 3 (0%)		
	4/3/19	Teachers and staff will share feedback from Early College Network Professional Development with colleagues in their department or throughout the school, either formally or informally.		Russell Jackson	04/03/2024
<i>Notes:</i>					
	10/19/18	Teachers and school staff will collaborate to use EVAAS, Schoolnet, Data Walks, and Benchmark data in making school improvement decisions		Russell Jackson	04/03/2024
<i>Notes:</i>					
	10/19/18	Teachers and school staff will collaborate to use data, Teacher Evaluation Standards, and the Design Principle rubric to make decisions about school improvement and to identify professional development needs.		Russell Jackson	05/01/2024
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of September 2023 Duplin Early College High School will implement the district's Human Resources protocols for recruiting, evaluating, rewarding, and replacing staff.			
		Priority Score: 3 Opportunity Score: 2 Index Score: 6			
<i>How it will look when fully met:</i>		When this objective is fully met all positions will be filled with certified staff and the staff hired will be retained.		Felicia Beddingfield	05/06/2024
<i>Actions</i>			0 of 3 (0%)		
	10/11/23	Staff will be recognized by showcasing their effective instructional practices (certified) or support (non-certified) of the school during announcements.		Felicia Beddingfield	05/01/2024
<i>Notes:</i>					
	11/1/22	Building-level PD and ECN PD will be provided to support all teachers with effective instructional practices.		Felicia Beddingfield	05/05/2024
<i>Notes:</i>					
	11/1/22	Support for BTs will be provided through a school-based BT Program that includes instructional practices, strategies for using the pacing guide effectively, lesson planning, lesson tuning, and instructional rounds, and other BT county expectations.		Felicia Beddingfield	05/05/2024
<i>Notes:</i>					

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This indicator is at full implementation. Duplin County Schools allocates resources to schools in ways that support the continuous improvement of students and staff. Financial resources are equitably distributed based on student enrollment and staff allotments.			

	<p>Differentiated financial allotments are provided to support schools with higher needs, such as those designated as low-performing or those with staff vacancies in hard-to-fill content areas. The district utilizes input from a variety of stakeholders when establishing priorities and regularly reviews district goals and the Duplin County Schools Five Year Strategic Plan, helping to ensure a focused effort in accomplishing expected outcomes. To maximize resources, the district and schools blend funding sources to have the most positive impact on our students and staff. In September 2024, the Duplin County Board of Education approved the Resilient Recovery Incentive Plan, Low-Performing School Allotments, and Substitute Pay Increases to further support schools in addressing the residual effects of the COVID-19 pandemic.</p>			
	<p>Priority Score: 3 Opportunity Score: 3</p>	<p>Index Score: 9</p>		

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	<p>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)</p>	Implementation Status	Assigned To	Target Date
<p><i>Initial Assessment:</i></p>	<p>As of September 2023 DECHS Parent Teacher Organization (PTO) is currently active and is planning events that will enhance relationships with parents and our community.</p> <p>The Title I Parent Meeting was held on September 14. The Parent Compact has been sent home.</p> <p>Parents/guardians are invited to attend Open House/Report Card Pick-up nights twice per year. Parents are also invited to a STEAMA Night hosted by teachers and staff and to College Decision Day.</p> <p>Parents are invited to a Parent Night event to learn more about DECHS. Each year, freshman students and parents sign the Enrollment Agreement, which reinforces the academic and behavioral expectations of students at DECHS.</p>				

	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	When this objective is fully met all positions will be filled with certified staff and retain them as well		Tanya Smith	05/06/2024
Actions		0 of 5 (0%)		
10/2/23	Student Success Meetings are held weekly and parents are notified to discuss an action plan for improving grades.		Tanya Smith	01/30/2024
<i>Notes:</i>				
10/19/18	Teachers and staff will communicate with parents and families via email, hand-outs, phone calls, Connect Ed, and school website. A communication log will be kept by each staff member.		Tanya Smith	02/23/2024
<i>Notes:</i>				
10/5/21	Virtual Parent Meetings will be held, at least twice per year.		Tanya Smith	04/25/2024
<i>Notes:</i>				
10/19/18	The Club Maverick Committee will establish a partnership with one local business.		Tanya Smith	05/01/2024
<i>Notes:</i>				
10/11/23	Parents and students collaborate with community agencies to increase mental health support (TarHeel), civic duty opportunities (Teen Court), financial aid information (FAFSA-JSCC), and academic support (JSCC).		Tanya Smith	05/01/2024
<i>Notes:</i>				