

2023-24 School Improvement Plan

Mission: Together, we will prepare our students for their future by empowering, engaging, and inspiring them with authentic, dynamic, and memorable learning experiences in a caring, safe, and healthy learning environment.

Vision: Enriching Lives and Building Futures

Goals:
 During the 2023-24 school year, Wallace Rose Hill will use PLCs, data meetings, common planning, instructional rounds, and STEAMA learning principles to refine instructional practices to increase all school achievement scores (EOC Proficiency, Four-year Cohort Graduation Rate, EL Progress, Math Course Rigor, The ACT/ACT WorkKeys) by 10% and exceed school accountability growth.

Wallace-Rose Hill will cultivate a positive school culture and climate, fostering a safe, caring, healthy learning environment that promotes student well-being, engagement, and academic success.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of September 2023, teachers submit lesson plans via Google Classroom. These plans reflect an emphasis on vocabulary and common assessments. Teachers also share instructional strategies and data from common assessments through PLC Meetings. We will continue to use technology to support instruction. Formal and Walkthrough Observations will provide teachers with feedback. Data will drive staff development needs.			
<i>How it will look when fully met:</i>		By the end of the 2023-24 school year, Wallace Rose Hill will use PLCs, data meetings, common planning periods, instructional rounds, and STEAMA learning principles to refine instructional practices to increase all EOC test scores by 10% and exceed growth as a school and meet state targets for subgroups. LINK TO EVIDENCES		Laterri Underwood	05/01/2024

Actions			0 of 6 (0%)		
		Observe teachers at least twice per semester.		Laterri Underwood	05/01/2024
<i>Notes:</i>					
		Teachers will submit weekly lesson plans in Google Classroom.		Laterri Underwood	05/01/2024
<i>Notes:</i>					
		Teachers will administer bi-weekly Schoolnet/standard-based assessments and district level benchmark assessments to assess student learning and drive future instruction.		Laterri Underwood	05/01/2024
<i>Notes:</i>					
		Teachers will update pacing guides to align instruction with course goals and objectives.		Laterri Underwood	05/01/2024
<i>Notes:</i>					
10/16/22		All EOC teachers will meet weekly in PLC's to discuss common assessment data and instructional methods that have been useful or have demonstrated a lack of usefulness.		Laterri Underwood	05/01/2024
<i>Notes:</i>					
10/9/23		Increase Staffulty use and knowledge of WIDA standards to improve EL academic achievement.		Edith Sosa	05/01/2024
<i>Notes:</i>					
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:		As of September 2023, WRH has aligned all discipline codes with DCS policy and will hold all students accountable in a firm, fair, and consistent manner. The WRH administrative team will follow the IABS framework and the DCS behavior/consequence document in the DCS code of conduct.			
How it will look when fully met:		By the end of the 2022-23 school year, through the IABS framework, a reduction in punitive disciplinary actions will decrease missed time in class. Student engagement and motivation will increase. LINK TO EVIDENCE		Erica Levai	05/01/2024
Actions			0 of 2 (0%)		
		Implement a student expectation matrix.		Gary Brown	05/01/2024

<i>Notes:</i>				
	Each semester, an Honors Assembly will be held to acknowledge students' academic, social, and behavioral milestones.		Mary Jessup	05/01/2024
<i>Notes:</i>				
	A1.09	The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).(5090)	Implementation Status	Assigned To
Initial Assessment:	WRH will provide a CLUB/ACTIVITY block one day per week on Fridays to allow students to participate in school-sponsored clubs. Students will have the opportunity to sign up and join two clubs per school year.			Target Date
How it will look when fully met:	The weekly school schedule will include a fully implemented Club/Activity block. 80% of our students will participate in club meetings, as evidenced by club signups and attendance rosters. Our guidance department will create a student watch list identifying students participating in clubs, sports, and other extra-curricular activities.		Erica Levai	05/01/2024
Actions		0 of 3 (0%)		
10/9/23	Develop a Club/Activity block in the Master Schedule		Thomas Nichols	08/28/2024
<i>Notes:</i> Done				
10/9/23	Create a club sign-up list for students to join clubs.		Erica Levai	10/02/2024
<i>Notes:</i>				
10/9/23	Guidance will create a "watch list" to track student participation in clubs and activities.		Mary Jessup	11/20/2024
<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
Initial Assessment:	As of September 2023, pacing guides are aligned with NC Essential Standards. On the school level, there is a push to utilize the district level's pacing guides to align instruction further. In our opinion, the pacing guides need to be updated by the department.			Target Date

	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	By the end of the 2023-24 school year, teachers will create and implement curriculum-specific instructional units in all core curriculum and CTE areas. These NCSCS/Common Core standard-aligned units of study with differentiated lessons and formative assessments would allow teachers to target standards addressed in EOCs, NCFEs, and CTE exams monthly during department PLCs. This task would be measured by walkthrough and observation data. Feedback from weekly lesson plans will be provided.			Erica Levai	05/01/2024
	LINK TO EVIDENCE				
Actions			0 of 4 (0%)		
	Teachers submit weekly lesson plans in Google classroom and will receive feedback regarding their plans of instruction from the administrative team.			Erica Levai	05/01/2024
<i>Notes:</i>					
	Teachers will disaggregate data in PLC meetings based upon NC Essential Standards (EOCs, CTEs, and teacher-made exams).			Erica Levai	05/01/2024
<i>Notes:</i>					
	Teachers will create and share pacing guides for all courses taught.			Erica Levai	05/01/2024
<i>Notes:</i> Each semester					
	Administration will utilize a schedule of walk-throughs on a weekly basis to review basic instructional practices.			Erica Levai	05/01/2024
<i>Notes:</i>					
	A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
Initial Assessment:	As of September 2023, teachers are developing Lesson Plans/activities that emphasize vocabulary/writing by using specific vocabulary techniques, such as using the Frayer Model to instruct vocabulary, which is submitted weekly. Teachers will use NC Check-in 2.0 for common assessments and benchmarks and various technology programs (e.g., Aleks, Khan Academy, Read Theory, and Edmentum) to support instruction, share data and instructional strategies, and tune lessons during PLC/planning periods.				

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>By the end of the 2023-24 school year, all teachers will utilize a learning-focused lesson plan template, and the administration can complete walk-through observations and collect data that demonstrates that teachers are using diverse teaching strategies (learning activities) and assessments (formative) are given throughout the lesson following each learning activity.</p> <p>Wallace Rose Hill will use research-based instructional practices, too, to achieve a 10% increase in the EOC courses. Through lesson planning, PLC, and research-based instructional practices, WRH will increase our overall proficiency score by 10%, exceed growth, and meet state proficiency targets in specific student sub-groups.</p> <p>LINK TO EVIDENCE</p>			Gary Brown	05/01/2024
Actions			0 of 3 (0%)		
	Lesson plans, will be created and submitted using Google Classroom on a weekly basis.			Gary Brown	05/01/2024
<i>Notes:</i>					
	Teachers will include assessment prompts for each learning activity.			Gary Brown	05/01/2024
<i>Notes:</i>					
	Pacing guides for each course will be updated in an effort to align instruction with the goals and objectives of the course.			Gary Brown	05/01/2024
<i>Notes:</i>					
	A2.19	ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(5109)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers will implement college and career segments into their lesson plans relevant to their subject area to support and guide students.				
How it will look when fully met:	Teachers will incorporate college and career information into their lesson plans to support students' career development. Guidance will work with teachers to provide resources and suggestions for integrating college and career information into their lesson plans.			Mary Jessup	05/01/2024

Actions		0 of 1 (0%)		
10/9/23	Guidance will provide teachers information to support lesson plan design focusing on college and career.		Mary Jessup	05/01/2024
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Data analysis and instructional planning
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	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	SG SIP and PLC teams will use student data to identify students needing remediation, intervention, and enrichment. A Lunch and Learn will allow students to receive instructional support during the school day.				
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How it will look when fully met:	A Lunch and Learn will be incorporated into the daily schedule to provide opportunities for students to receive instructional support during the school day. Teacher teams will use student data to determine targeted interventions and remediation.			Thomas Nichols	05/01/2024
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Actions		0 of 2 (0%)		
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10/9/23	Create a schedule to accommodate Lunch and Learn.		Thomas Nichols	05/01/2024
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Notes:

10/9/23	The teacher teams will use student benchmark data to identify students for interventions.		Erica Levai	05/01/2024
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	A3.02	Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	The EC department will develop a system to track and maintain records to determine goal progress for all students with an IEP. They will meet monthly to review student progress using the tracking system.				
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How it will look when fully met:	The EC department will meet monthly to review student progress toward their IEP goals using the data tracking system.			Kyndall Marshburn	05/01/2024
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Actions		0 of 2 (0%)			
10/9/23	Develop a tracking system using Google Drive to record and review student IEP goal progress.		Kyndall Marshburn	05/01/2024	
<i>Notes:</i>					
10/9/23	The EC department will meet monthly to review student data to determine progress toward meeting IEP goals.		Erica Levai	05/01/2024	
<i>Notes:</i>					
	A3.03	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(5112)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The administrative team will compile a list of strengths and weaknesses observed during the Walk-throughs of teacher classrooms. This data will be used to drive professional learning.			
<i>How it will look when fully met:</i>		Walk-through data will be used to identify areas of need for teacher professional development.		Thomas Nichols	05/01/2024
Actions		0 of 2 (0%)			
10/9/23	Schedule Walk-Throughs with the administration team to ensure all teacher's classrooms are reviewed.		Gary Brown	05/01/2024	
<i>Notes:</i>					
10/9/23	Review Walk-Through data to determine professional development needs.		Thomas Nichols	05/01/2024	
<i>Notes:</i>					
	A3.08	Online programs generate accessible and actionable student data about their use, performance, and progress.(5305)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		WRH utilizes several online options without a systematic process for identifying and tracking use, results, and areas of need.			
<i>How it will look when fully met:</i>		Develop systems, processes, and procedures for tracking, monitoring, and identifying areas of need with our online platforms.		Mary Jessup	05/01/2024
Actions		0 of 1 (0%)			
10/9/23	Develop a tracking system for all our online options.		Mary Jessup	05/01/2024	
<i>Notes:</i>					

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-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of September 2023, the school is in the process of rebuilding our tiered instructional system that allows evidence-based instruction aligned with the individual needs of students across all tiers. Conversations are beginning to return to discipline and attendance based on the tiered system.			
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		By the end of the 2023-24 school year, Wallace-Rose Hill will implement a tiered instructional system so that Tier 1 interventions are provided to 100% of the population, Tier 2 (supplemental interventions) service 10-20 % of students, and Tier 3 (intensive interventions) are provided to approximately 5-10 % of students by May 30, 2023, as measured by completion of 70-20-10 IABS protocol worksheets, review of SST/IABS meeting minutes, and implementation of Problem Solving Intervention Plans. Using a 70-20-10 protocol worksheet is more realistic than the districts 80-15-5. The school's IABS and SST team is working to progress towards the 80-15-5 model. LINK TO EVIDENCE		Gerron Bishop	05/01/2024
Actions			0 of 5 (0%)		
		Students will complete Khan Academy lessons during Primetime.		Mary Jessup	05/01/2024
<i>Notes:</i>					
		IABS will meet monthly to monitor identified at-risk students. Students will be added to the “at-risk” as identified.		Gerron Bishop	05/01/2024
<i>Notes:</i>					
		Administrators will monitor lesson plans for core curriculum instruction.		Erica Levai	05/01/2024
<i>Notes:</i>					
		Teachers will monitor student progress in order to provide remediation and acceleration for students as needed.		Mary Jessup	05/01/2024

<i>Notes:</i>						
			Peers will be identified and utilized as classroom support.		Gerron Bishop	05/30/2024
<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
<i>Initial Assessment:</i>			As of September 2023, many students are still dealing with the results of the Covid-19 pandemic. We are working through our guidance department to do push-in services and have small group settings for students to discuss their situations with a close group. The level of implementation and success will be dependent upon the success of indicator A4.01.	Limited Development 10/20/2016		
<i>How it will look when fully met:</i>			By the end of the 2023-24 school year, all teachers will be attentive to students' emotional states, guide students in managing their emotions, and arrange support and interventions when necessary. LINK TO EVIDENCE		Gerron Bishop	05/01/2024
Actions				0 of 3 (0%)		
			Guidance counselors and the IABS team will continue to meet regularly and identify at-risk students based on teacher referral. Parental support provided as needed.		Gerron Bishop	05/01/2024
<i>Notes:</i>						
			Teachers will meet with students monthly to review academic portfolios.		Mary Jessup	05/01/2024
<i>Notes:</i>						
	10/16/22		WRH will begin to utilize the check and connect protocol to track students who are considered at-risk.		Gerron Bishop	05/01/2024
<i>Notes:</i>						
		A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date

Initial Assessment:	As of September 2023, Duplin County Schools has continued their emphasis on graduation rate, drop-out rate, and post-secondary enrollment. Wallace-Rose Hill has tracked graduation rate and student transfer information (drop-outs) through many avenues. We will utilize the check-and-connect protocol to target students who are considered at-risk. The school social worker has taken an increased role in the tracking of student attendance as well as problem-solving student attendance issues. Home visits have become a norm at Wallace-Rose Hill High School, not as a punitive measure but to bridge the gap between the school and parent stakeholders.			
How it will look when fully met:	<p>During the 2022-23 school year, Wallace-Rose Hill will track graduation rates and student transfer information (dropouts). Upon full implementation, Wallace-Rose Hill High School will be maximizing MTSS efforts. The school's school improvement teams, social worker, college advisor, JAG coordinator, and student support services team will meet regularly to collect data and create action plans to address student needs related to graduation rate, dropout prevention, and post-secondary attainment. Full implementation of this indicator will demonstrate the school's improvement of the 2022-2023 graduation rate of 82.2%. Our school goal for graduation rate for the 23-24 school year is 90%. WRH will also decrease our overall dropout rate. Our goal is to increase our attendance rate to 98% with support from our MTSS system of support.</p> <p>LINK TO EVIDENCE</p>		Erica Levai	05/01/2024
Actions		2 of 6 (33%)		
	Wallace-Rose Hill High School will use IABS tracking data to determine areas of need regarding student attendance.		Erica Levai	05/01/2024
<i>Notes:</i>				
	The College Advisor, along with the JAG coordinator, will offer students opportunities related to post-secondary education attainment and career choices respectively.	Complete 04/25/2023	Erica Levai	05/01/2024
<i>Notes:</i>				
	The guidance staff will continue to work on a protocol that will allow for student transfer tracking. This protocol will help determine if a student transferred to another school or became a dropout.	Complete 03/22/2023	Mary Jessup	05/01/2024

Notes:

Wallace Rose Hill will set up a transition team between the 9th-grade teachers at WRH and the 8th-grade teachers at the two feeder schools (Rose Hill Magnolia Elementary and Wallace Elementary). In addition, a transition meeting will be set up to meet with all the teachers, guidance counselors, and administrators on the transition team during the month of January. The agenda for these meetings will report on and discuss activities at each school, set up important dates for transition such as registration and Open House for 8th Graders, discuss how to meet the needs of the future freshmen and discuss data such as EOG scores Below 80 List. Wallace-Rose Hill will continue to support, update, and set goals for the transition Primetime made up of 9th Graders who were retained from their class the previous year.

Erica Levai

05/01/2024

Notes:

Primetime teachers will individually mentor students to address academic success, attendance, discipline, and transitional issues and direct students to the social worker, guidance, or nurse when necessary.

Erica Levai

05/01/2024

Notes:

All Freshmen Primetime sections will be paired with a Junior or Senior College Ambassador to aid in the transition to high school, to serve as a resource, to provide positive peer interactions, and to help set goals for postsecondary college and career.

Erica Levai

05/01/2024

Notes:

A4.14

The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)

Implementation Status

Assigned To

Target Date

Initial Assessment:

As of September 2023, WRH is still pursuing avenues in our community, religious organizations and/or school service that gives our students an opportunity and understanding of planning, development and leadership. We are going to begin to look into a revised graduation expectation. Our Beta Club and other service organizations are beginning to blossom and flourish in the area of outreach and leadership growth.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<p>How it will look when fully met:</p>	<p>By the end of the 2023-24 school year, the school will have increased the total number of students who have charted their pathway after high school by enrolling in college, enlisting in the military, or gaining viable employment upon graduation to 100% of our graduates. A second marker will be the increase in opportunities to expose our student body to college/career speakers (DCS requires 3 per year) and higher education-themed field trips (DCS requires 5 per year). The school will also utilize the JAG program and our growing academies to steer students toward our ultimate goal of a minimum 90% graduation rate. Also, all students will become familiar with where education fits into their lives and understand the importance of post-secondary education/training.</p> <p>LINK TO EVIDENCE</p>		<p>Mary Jessup</p>	<p>05/01/2024</p>
<p>Actions</p>		<p>0 of 9 (0%)</p>		
	<p>During primetime, students will access and utilize college prep resources (i.e. FAFSA, CFNC, College Board etc.)</p>		<p>Lorena Villatoro</p>	<p>05/01/2024</p>
<p><i>Notes:</i></p>				
	<p>Students will meet with JSCC and student support services, to complete applications during CFNC Free Application Week and by appointment throughout the school year.</p>		<p>Lorena Villatoro</p>	<p>05/01/2024</p>
<p><i>Notes:</i></p>				
	<p>The Jobs for NC Graduates (JNCG) coordinator will build relationships with community business stakeholders to help students transition into the workforce and/or transition into technical, community college, or four year educational placements.</p>		<p>Gerron Bishop</p>	<p>05/01/2024</p>
<p><i>Notes:</i></p>				
	<p>Students will participate in ACT preparation coursework during Primetime.</p>		<p>Erica Levai</p>	<p>05/01/2024</p>
<p><i>Notes:</i></p>				
	<p>During Fall semester juniors will take a Mock ACT field test to prepare for Spring administration. Sophomores will take the Pre-ACT to prepare for the ACT. Approximately one month before the regular administration of the ACT, the juniors will participate in ACT Blitz through Junior core teachers. Students will do work pertaining to test taking strategies and skills along with core curriculum.</p>		<p>Erica Levai</p>	<p>05/01/2024</p>
<p><i>Notes:</i></p>				

	Through guidance and Primetime, Career and College Promise Ready students will be directed towards enrollment in either AP or Career and College Promise equivalent courses onsite or online.		MaryJo Robinson	05/01/2024	
<i>Notes:</i>					
	Guidance and the College Advisor will work with all senior students individually to apply to institutions of higher learning.		Lorena Villatoro	05/01/2024	
<i>Notes:</i>					
	College speaker/career oriented speakers will address Primetimes at least three (3) times per year.		Lorena Villatoro	05/01/2024	
<i>Notes:</i>					
	At least one teacher will become AP certified.		Mary Jessup	07/28/2024	
<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, Wallace-Rose Hill High School will continue implementing the IABS model, along with increased support for student transitions. The school and feeder schools will enhance their transition teaming regarding the type of conversations being held. There will be a focus on current data of 8th-grade students along with IABS data regarding the disciplinary needs of students. We also hope to gain student-specific information regarding best practices with each student (or as many as possible). We want to look at who these students are early before their arrival on campus.			
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		By the end of the 2023-24 school year, the school will notice a decrease in number of students on the below 80 list and will recognize an increase in graduation rate, an increase in academic test scores, and a decrease in disciplinary actions. LINK TO EVIDENCE		Mary Jessup	05/01/2024
Actions			1 of 7 (14%)		
	Orientation and Open House for rising freshmen. Open House for rising sophomores, juniors and seniors.		Complete 12/14/2022	Mary Jessup	05/01/2024
<i>Notes:</i>					

	Transition team meetings between RHM, WES and WRH at least once an academic year. The meeting should include teachers of core instruction, Exceptional Children and support staff as appropriate. The WRH IABS team will meet with the IABS teams of RHM and WES about incoming freshmen at least one time.		Mary Jessup	05/01/2024
<i>Notes:</i>				
	Meet with RHM and WES 8th grade student body for Questions and Answer session regarding high school rules, procedures and policies.		Mary Jessup	05/01/2024
<i>Notes:</i>				
	Guidance Counselors and AIG Coordinator meet with students (and their parents) interested in taking AP and James Sprunt classes yearly.		MaryJo Robinson	05/01/2024
<i>Notes:</i>				
	Guidance meets with 8th grade students to discuss classes offered at the high school and assist students in registering for freshman classes. They will also meet with students individually to schedule/determine classes for upcoming year (will include a review of students' transcript).		Mary Jessup	05/01/2024
<i>Notes:</i>				
	Counselors will provide programs specific to each grade level at least monthly.		Sylvia Goodnigh	05/01/2024
<i>Notes:</i>				
	Meet with 8th grade students and parents regarding opportunities for taking honors and on-line classes.		Mary Jessup	05/01/2024
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
	B1.02	The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Implement a formal process for communicating through the school's leadership team.			
<i>How it will look when fully met:</i>		A systematic process, structure, and system will be in place to facilitate 2-way communications to all internal stakeholders at WRH.		Thomas Nichols	05/01/2024
Actions			0 of 1 (0%)		
		A bi-weekly meeting with the school's leadership team will be implemented to facilitate 2-way communications.		Thomas Nichols	05/01/2024
<i>Notes:</i>					

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
Initial Assessment:		As of September 2023, the SIT monitors the implementation of effective instructional practices. The SIT has two effective teams. The Small Group SIT is a group of approximately fourteen members to review best practices and help guide the conversation of school improvement for our large group. The large group SIT is a representative group from our overall school that is voted on by the department annually. This group is the voting body that discusses best practices instructional, peruses the data provided by the small group, and then makes final decisions on all school matters.			
How it will look when fully met:		By the end of the 2023-24 school year, PLC meetings (Data review) will be held weekly to encourage more effective student data/curricular progress tracking. Data points will be discussed: SchoolNet Assessments, EOC data, final exam data, benchmark data, ACCESS test for EL, attendance, and students on the below 80 list. This will be measured by PLC meeting minutes and administrative assessment of lesson plans. The school will also create a small and large group school improvement team to review the school improvement plan bi-monthly. These teams will make corrections and addendums to the program periodically throughout the school year. LINK TO EVIDENCE		Gary Brown	05/01/2024
Actions			0 of 4 (0%)		
		Teachers will participate in PLC meetings.		Gary Brown	05/01/2024
<i>Notes:</i>					
		Implement a Small Group (Research/Data/Agenda setup for Large group meeting) team and a Large Group (General School Improvement team/voting and discussion on SIP). The small group will meet once per month, followed by the large group meeting once monthly.		Gary Brown	05/01/2024
<i>Notes:</i>					
		The administration will review instructional plans and conduct walkthroughs/formal observations weekly to provide feedback to teachers and		Gary Brown	05/01/2024

			inform the Leadership Team.			
<i>Notes:</i>						
			The School Improvement team will look at school performance data (disaggregated by subgroups) and aggregated classroom observation data to determine professional development needs.		Gary Brown	05/01/2024
<i>Notes:</i>						
		B1.04	The principal effectively and clearly communicates the message of change.(5138)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The principal has established a clear message of change through "Staffulty Expectation," ongoing parent communications, and parent engagement activities. The principal has also set student expectations.			
<i>How it will look when fully met:</i>			In collaboration with staff and students, the principal is setting new systems, processes, and procedures for the daily operation and learning expectations for an effective school environment.		Thomas Nichols	05/01/2024
Actions				0 of 3 (0%)		
	10/9/23		Develop a new WRH mission, vision, and core values.		Thomas Nichols	05/01/2024
<i>Notes:</i>						
	10/9/23		Establish staff expectations and present them to all staff during the workweek.		Thomas Nichols	05/01/2024
<i>Notes:</i>						
	10/9/23		Implement a monthly newsletter to share the good things going on at WRH with our school families.		Thomas Nichols	05/01/2024
<i>Notes:</i>						
		B1.05	The principal offers frequent opportunities for staff and parents to voice constructive critiques of the school's progress and suggestions for improvement.(5139)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			During September 2023, WRH implemented a Multilanguage Learner's (ML) parent engagement night to open communications with our Hispanic population. WRH also has partner's group and an advisory board to collaborate with regarding school improvement issues and ideas.			
<i>How it will look when fully met:</i>			WRH will establish an effective parent engagement program designed to collaborate		Erica Levai	05/01/2024

		with our families on topics regarding their child, our school, and the community.			
Actions			0 of 2 (0%)		
10/9/23		Implement quarterly parent engagement meetings to share information about WRH and gain valuable feedback on how we can improve as a school.		Erica Levai	05/01/2024
<i>Notes:</i>					
10/9/23		WRH will establish a Small Group School Improvement team (SG SIP) AND a Large Group SIP team to review school improvement topics. The administration will also share with all Staffuly to gain feedback.		Thomas Nichols	05/01/2024
<i>Notes:</i>					
	B1.06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(5858)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school utilizes the SG SIP team to establish goals for the school year.			
<i>How it will look when fully met:</i>		WRH will collaborate with the Principals Student Leadership team, School Leadership Team, School Advisory Group, and the Staffuly to establish, review, and receive feedback.		Thomas Nichols	05/01/2024
Actions			0 of 1 (0%)		
10/9/23		Establish a principal leadership team to gain student voice and guide the principal regarding WRH.		Thomas Nichols	05/01/2024
<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
<i>Initial Assessment:</i>		As of September 2023, common instructional planning has been implemented into the four core areas. We also ensured that at least two teachers teach the same subject area in the four core to facilitate PLCs.			
<i>How it will look when fully met:</i>		By the end of the 2023-24 school year, PLCs will focus on student academic success, as evidenced by PLC meeting minutes and data review protocols.		Thomas Nichols	05/01/2024

	LINK TO EVIDENCE			
Actions		0 of 2 (0%)		
	PLCs meet weekly to desegregate data and address individual student needs.		Thomas Nichols	05/01/2024
<i>Notes:</i>				
	Develop lesson plans and pacing guides aligned to standards-based curriculum, including differentiated lessons, formative assessments, and NC check-in assessments.		Erica Levai	05/01/2024
<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
Initial Assessment:		As of September 2023, and considering we are designated as a low-performing school, administrators and teachers met one-on-one to establish PDPs and plan SMART goals for the upcoming year. Throughout the school year, administrators follow district and state guidelines to monitor teachers' instruction through formal and informal observations assuring PDP goals are accomplished.			
		Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:		By the end of the 2023-24 school year, the administration will observe classroom instruction formally and informally. Lesson plans will be turned in weekly to the administrative team. LINK TO EVIDENCE		Thomas Nichols	05/01/2024
Actions		0 of 3 (0%)			
	The administration will review instructional plans to provide feedback to teachers and inform the Leadership Team.		Thomas Nichols	05/01/2024	
<i>Notes:</i>					
	Administration will conduct weekly walkthrough observations to provide teachers feedback and inform the Leadership Team.		Thomas Nichols	05/01/2024	
<i>Notes:</i>					

	The administration will use NCEES to perform formal teacher observations and to provide feedback on comments, professional development plans, and evaluation rubrics. The input provided will drive teacher instructional practices.		Thomas Nichols	05/01/2024
<i>Notes:</i>				
B3.05	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	WRH must develop a system, process, and procedures for consistently monitoring students who maybe academically at-risk			
<i>How it will look when fully met:</i>	WRH will have a systematic process for tracking at-risk students, making it easy to identify the support structures needed to assist our students.		Thomas Nichols	05/01/2024
Actions		0 of 1 (0%)		
10/9/23	Create a process for tracking at-risk students.		Mary Jessup	05/01/2024
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	Teacher quality and experience			
C1.06	The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Our BTs work with their mentors and the WRH BT coordinators regarding onboarding and instructional topics.			
<i>How it will look when fully met:</i>	BTs are provided wrap-around support from their mentor, BRT coordinators, and the administrative team through a structured onboarding site-based program to support their first three years as new teachers at WRH.		Erica Levai	05/01/2024
Actions		0 of 1 (0%)		
10/9/23	Create a structured, coordinated onboarding program with the WRH BT coordinators and the administration.		Erica Levai	05/01/2024
<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, data is being collected from various sources. Teachers and administration review this data periodically through administrative team meetings and teacher PLC groups. The review of data will drive instruction and inform professional development opportunities.			
How it will look when fully met:		By the end of the 2023-24 school year, Wallace-Rose Hill will fully implement the PLC model and the IABS model so that data from each sub-group will be disaggregated, allowing staff members to meet students' academic, social, emotional, health, and wellness, behavioral, and attendance needs. LINK TO EVIDENCE		Julie Davis	05/01/2024
Actions			0 of 6 (0%)		
		Fully implement the PLC model.		Erica Levai	05/01/2024
<i>Notes:</i>					
		Implement the IABS model.		Erica Levai	05/01/2024
<i>Notes:</i>					
		Conduct PLC reviews of EOC and CTE data.		Erica Levai	05/01/2024
<i>Notes:</i>					
		Bi-monthly PLC meetings will identify students who need extra support or acceleration.		Erica Levai	05/01/2024
<i>Notes:</i>					
		Lunch and Learn will meet each day for students to get help or acceleration in all subjects.		Erica Levai	05/01/2024
<i>Notes:</i>					
10/16/22		Professional development will be designed to reflect the needs of student data coming out of our PLC conversations (for example, the creation of centers in teacher classrooms)		Erica Levai	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

Initial Assessment:	As of September 2023, Wallace-Rose Hill High School will implement the district's Human Resources protocols for recruiting, evaluating, rewarding, and replacing staff.			
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>By the end of the 2023-24 school year, new staff will be hired in an interview process involving the following steps: First, resumes are reviewed by the Administration and Department Heads. Next, top candidates are interviewed by the administration and teacher or Department Heads, and the candidate picked is submitted to Human Resources. Finally, the candidate is submitted to the School Board for approval.</p> <p>Evaluating staff is a critical component in an effective performance management system and will be connected to other areas of educator talent management and support. In particular, a rigorous approach to evaluation should be related to the school's plan for providing professional development so that growth opportunities are well-aligned with teachers' and school leaders' areas of strengths and weaknesses.</p> <p>LINK TO EVIDENCE</p>		Thomas Nichols	05/01/2024
Actions		0 of 8 (0%)		
	Administrators will create an evaluation schedule that reflects career teachers, beginning teachers, and new teachers. Teachers will be evaluated as prescribed by NCDPI and the NCEES system. This evaluation schedule will contain orientation training, self-assessment, professional development plans and the evaluations (2-4).		Gary Brown	05/01/2024
<i>Notes:</i>				
	All teachers, mentors, and administrators will complete an orientation and self-assessment with the NCEES system.		Gary Brown	05/01/2024
<i>Notes:</i>				
	All Beginning Teachers will be assigned a qualified and experienced mentor. All Beginning Teachers will be presented with Mindful Instruction PD at WRH. Beginning Teachers will be provided opportunities to pursue PD outside of the school building. WRH will hold monthly Beginning Teachers' support meetings with the WRH BT coordinator, beginning/new to-school teachers, mentors, administrators, and the CIC.		Gary Brown	05/01/2024

<i>Notes:</i>				
	WRH administrators will review teacher exit interviews when teachers resign or transfer from WRH.		Gary Brown	05/01/2024
<i>Notes:</i>				
	Once a formal/informal evaluation has been completed, the teacher will receive feedback within ten business days.		Gary Brown	05/01/2024
<i>Notes:</i>				
	Throughout the school year, ALL teachers will be offered in-house professional development to improve performance. These PD sessions will include EL Training, NC Check-in 2.0, Using Chromebooks, Quizlet, Edpuzzle, School Improvement Planning, IABS, PLC protocols, and Canvas training. Some PD sessions will be required; others will be offered based on teacher choice.		Gary Brown	05/01/2024
<i>Notes:</i>				
	New staff members will be hired using the following process: 1-Resumes will be reviewed by the administration and teachers and the top candidates will be picked. 2-Top candidates will be interviewed by the administration and certain teachers from the curriculum area involved. 3- The candidate picked will be recommended to Human Resources and background checks done. 4- The candidate will be submitted to the School Board for approval.		Gary Brown	05/01/2024
<i>Notes:</i>				
10/16/22	The administrative team will review results of the NC Teacher Working Condition survey to address any areas of improvement.		Gary Brown	05/01/2024
<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. Differentiated financial allotments are provided	Limited Development 10/09/2023		

	<p>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>				
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>COVID-19 had a detrimental impact on our school's culture and climate. One way we respond to the effects of COVID-19 is through a positive culture and climate. Building a positive school culture and climate is a research-based strategy showing increased academic performance and student achievement.</p>			
<i>How it will look when fully met:</i>		<p>One way we respond to the effects of COVID-19 and improve our school's social-emotional well-being is through a positive culture and climate. Building a positive school culture and climate is a research-based strategy showing increased academic performance and student achievement. Focusing on branding and communication is an essential part of building a positive school environment. By cultivating the school's identity and values, we can inspire your students, staff, and community. A well-defined identity can foster a sense of belonging and pride, increasing student engagement in the learning process. When students feel safe and supported, they are more likely to focus on their studies and excel academically. The impact of a positive school culture and climate on academic achievement can be measured through various metrics, such as improved attendance rates,</p>		Thomas Nichols	05/01/2024

	higher test scores, increased graduation rates, and decreased disciplinary incidents.			
Actions		0 of 2 (0%)		
10/9/23	Establish new and improved ways of communicating with our families.		Thomas Nichols	05/01/2024
<i>Notes:</i>				
10/9/23	Focus on branding as an essential part of building a positive school environment.		Thomas Nichols	05/01/2024
<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers do not currently follow a systematic process for documenting parental communications.			
How it will look when fully met:		WRH will develop a system and process for teachers to follow when documenting parental communications.		Mary Jessup	05/01/2024
Actions			0 of 1 (0%)		
10/9/23		Develop a process for all Staffulty to use when documenting parental communications.		Erica Levai	05/01/2024
<i>Notes:</i>					
	KEY	E1.06	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)	Implementation Status	Assigned To
<i>Initial Assessment:</i>		As of September 2023, Wallace-Rose Hill High School communicates with the parents through ConnectEd, Parent Portal, Open House, and scheduled progress reports. The PARTNERS organization also shares information on its Facebook page.	Limited Development 10/21/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		By the end of the 2023-24 school year, the school will communicate with the parents through ConnectEd, Parent Portal, Open House, and scheduled progress reports.		Brian Nagel	05/01/2024
		LINK TO EVIDENCE			

Actions		0 of 6 (0%)		
	We will incorporate a science fair opportunity for more community participation.		Brian Nagel	05/01/2024
Notes:				
	Teachers will utilize a Parent Contact Log to document communication with parents/guardians.		Mary Jessup	05/01/2024
Notes:				
	Our ESL program will provide a parent night to present required academic information with our ESL parents.		Thomas Nichols	05/01/2024
Notes:				
10/10/23	Implement regular and meaningful two-way communication between home and school.		Mary Jessup	05/01/2024
Notes:				
10/10/23	Develop collaboration with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning.		Loretta Whaley	05/01/2024
Notes:				
10/10/23	Develop awareness around student health among parents by addressing the need for health programs and student health services linked to student learning.		Gerron Bishop	05/01/2024
Notes:				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
	E2.01	Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations.(5188)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		WRH has an Advisory Board that has not met consistently over the last several years.			
<i>How it will look when fully met:</i>		WRH will develop regularly scheduled meetings with the Advisory board four times yearly.		Thomas Nichols	05/01/2024
Actions		0 of 1 (0%)			
10/9/23	Establish quarterly meetings with members of the Advisory Board with agenda items.		Loretta Whaley	05/01/2024	
Notes:					
	E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date

Initial Assessment:	As of September 2023, WRH has begun to improve parental engagement and communications activities.			
How it will look when fully met:	WRH will develop a robust parent engagement program to inform and hear from our families on school and student topics.		Mary Jessup	05/01/2024
Actions		0 of 1 (0%)		
10/9/23	Develop parent engagement nights for all members of our school community, such as an ML parents meeting.		Edith Sosa	05/01/2024
<i>Notes:</i>				