

## 2023-24 School Improvement Plan

**Mission:** The mission of Chinquapin Elementary, in collaboration with parents and the community, is to provide high quality education in a safe, respectful and inclusive environment that builds a foundation for lifelong learning and leadership.

**Vision:** The vision of Chinquapin Elementary is to become an exemplary school where all students and staff are valued, supported, and prepared to lead in a globally competitive society.

**Goals:**

CES will increase the overall School Achievement Score to 64.2% by the end of the 2023-2024 school year.

CES will exceed school accountability growth during the 2023-2024 academic year.

Through powerful teaching and learning, 100% of CES students will have the opportunity to participate in STEAMA Career and College activities and other learning activities throughout the school year to excel in a globally competitive world.



! = 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> |       | 2023 - With PBIS being partially reinstated, students are relearning the behavioral expectations within their school community, and the community at large, they need to be successful. Teachers are actively teaching expected behaviors, everyday procedures, and the social-emotional skills students are expected to exhibit. Teachers use proactive, instructive, and/or restorative approaches to student behavior. Students are learning to exhibit behaviors as expected in the classroom in various groupings such as, pairs, peer tutoring, large and small groups, etc. As inappropriate behaviors occur, teachers will work with students to correct the behavior. Additionally, Administration will follow the policy/procedure flowchart for addressing office-managed interventions. School staff will continue to distribute rewards through TRIBE bucks to instantly reward positive actions/behaviors displayed at random. |                       |             |             |  |

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|  | <p>As of September 2022, there was an increase in student suspensions and office referrals due to social distancing, remote learning and limited peer interaction, during the 20-21 and 21-22 school years, due to COVID-19. These suspensions and referrals continue to exceed previous years. The PBIS reward store and activities were suspended during this time. The need to review effective classroom management and reinforce classroom rules is evident. The strategy of positive reinforcement and consequences has been chosen to produce measurable and sustainable behavioral and academic change. The PBIS committee is in the planning stages of reimplementing PBIS school-wide. Student behavior, emotional, and social interactions are discussed during MTSS meetings, as well as academics. A safe schools plan is revised/revisited on a continuous basis to ensure that all students feel safe and supported.</p>  |                       |                                |                          |
|  | <p>Priority Score: 2      Opportunity Score: 2</p>   | <p>Index Score: 4</p> |                                |                          |
| <p><b>How it will look when fully met:</b></p> | <p>2023 - Our goal is for 75% of our students to be eligible to participate in PBIS celebrations according to the expectations set forth in the PBIS handbook. Teachers will have the opportunity to give feedback and to review data more frequently in PBIS and MTSS meetings. The PBIS team will look for on-going reinforcement of the PBIS plan in classroom management and share best practices with the staff. Additionally, pending new policy, we will be (re)addressing attendance within the PBIS expectations.</p> <p>2022-Students will have a positive experience with behaving correctly in the classroom, throughout the school and on the bus by earning rewards in addition to working with their classmates on sharing positive behavior expectations during the announcements. Students eligible to participate in PBIS celebrations will be 75% or greater. The school-wide PBIS system will be reimplemented to actively teach and reinforce behaviors, everyday procedures, and social-emotional skills. Teachers will have the opportunity to give feedback and to review data more frequently in PBIS and MTSS meetings. The PBIS team will look for on-going reinforcement of the PBIS plan in classroom management and share best practices with the staff.</p> |                       | <p><b>Jessica Williams</b></p> | <p><b>04/24/2024</b></p> |
| <p><b>Actions</b></p>                          | <p><b>0 of 3 (0%)</b></p>  |                       |                                |                          |

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| 11/3/22       | -teach daily expectations and review the student code of conduct at the beginning of each grading period and then revisit as needed throughout the school year  |  | Jessica Whitman | 04/24/2024 |
| <i>Notes:</i> | Teachers have taught daily expectations and have reviewed the student code of conducts. They have modeled good behavior and demonstrated how to handle certain situations. A google form and teacher log will document this action. |  |                 |            |
| 11/3/22       | -reward students for demonstrating positive behavior by earning TRIBE bucks which can be redeemed for treats, prizes, and celebrations  |  | Amelia Bellomy  | 04/24/2024 |
| <i>Notes:</i> | PBIS Funds  |  |                 |            |
| 9/7/23        | - align attendance requirements for students in the PBIS initiative to the revised attendance policy  |  | Karly Earp      | 04/24/2024 |
| <i>Notes:</i> |   |  |                 |            |

| <b>Core Function:</b>                   |       | <b>Dimension A - Instructional Excellence and Alignment</b>   |                                   |                    |                    |
|---|-------|---|-----------------------------------|--------------------|--------------------|
| <b>Effective Practice:</b>              |       | <b>Curriculum and instructional alignment</b>   |                                   |                    |                    |
| KEY                                     | A2.04 | <b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>   | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |
| <i>Initial Assessment:</i>              |       | <p>As of September 2023, instructional teams are functioning as expected with plans to meet the expectations of the NC Standard Course of Study. Pacing guides exist and are aligned with NC Standard Course of Study. As the county updates district pacing guides, we strive to use these district-level pacing guides to further align instruction.</p> <p>During the 2022, administration and the SIT considered this goal accomplished.</p>  | Limited Development<br>10/28/2021 |                    |                    |
| <i>How it will look when fully met:</i> |       | <p>2023 - When this objective is fully implemented, our K-5 and EC teachers will be trained in the Science of Reading known as LETRS training. This training will align the Reading instruction of the K-5 teachers. Additionally, teachers will participate in PLC meetings where participants will work to create and/or implement units of instruction with common assessments. As new resources become known to teachers and staff in the school, this information will be shared and uploaded to the CES Dashboard to provide access in a central location for everyone.</p> |                                   | Robin Fisher       | 04/24/2024         |
| <b>Actions</b>                          |       |   | <b>0 of 5 (0%)</b>                |                    |                    |
| 9/7/23                                  |       | - time specifically designed to facilitate teachers' LETRS training will be provided 2x year  |                                   | Erica Stanley      | 04/24/2024         |

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| Notes:  | - attendance records will be uploaded to the indicator folder.   |  |                  |            |
| 9/7/23  | - curriculum resources specific to our school will be uploaded to the CES Dashboard  |  | Jessica Whitman  | 04/24/2024 |
| Notes:  | - as resources become available, they will be uploaded to the dashboard  |  |                  |            |
| 10/5/23 | - instructional teams will collaborate to develop standards-aligned units of instruction with pre and post testing, common assessments, etc. for their specific subject and/or grade level.                                    |  | Ann Albertson    | 04/24/2024 |
| Notes:  |  |  |                  |            |
| 10/5/23 | Teachers will collaboratively develop lesson plans aligned to the NC Standard Course of Study and district pacing guides.  |  | Brittany Knowles | 04/24/2024 |
| Notes:  |  |  |                  |            |
| 10/5/23 | -PowWow block will be purposefully designed to provide interventions for Tier 2 and Tier 3 students, while also providing students who are high-achieving a chance participate in acceleration activities with a STEAMA focus. |  | Erica Stanley    | 04/24/2024 |
| Notes:  |  |  |                  |            |

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| <b>Core Function:</b>      |              | <b>Dimension A - Instructional Excellence and Alignment</b>  |                              |                    |                    |
| <b>Effective Practice:</b> |              | <b>Student support services</b>  |                              |                    |                    |
| <b>KEY</b>                 | <b>A4.01</b> | <b>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)</b>  | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |
| <b>Initial Assessment:</b> |              | As of September 2023, teachers are continuing to use NC MTSS as a school improvement framework which encompasses academic, behavioral, and social-emotional instruction and supports. Edmentum and mClass are being used as screeners for tier placement and to determine appropriate interventions for all students regardless of whether they need remediation, enrichment or acceleration. POW WOW is still being implemented for all students with small groups and 1-to-1 instruction being a focus. Teachers are continuing to attend professional development to learn about and implement research-based strategies for all tiers. Teachers actively participated in monthly MTSS meetings that included a plethora of stakeholders. Interventions are data-based and the collected data is evaluated and communicated to all necessary personnel. Actions are then taken to revise teaching to support students learning. |                              |                    |                    |

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|   | <p>As of September 2022, teachers are implementing differentiated instruction in their classrooms to meet the needs of all students. PLC, and IABS/MTSS meetings are held to discuss the needs of students who are not academically and/or behaviorally successful. Edmentum and mClass are being used as a screener for tier placement and to determine appropriate intervention/enrichment for all students. Students receive instructional intervention/enrichment daily during our intervention blocks and during small group/one-to-one instruction with teachers. The school interventionist is providing instruction in the POW WOWS (Promoting Outstanding Well-rounded, Work Oriented, Well-behaved Student) time and throughout the day for those students needing extra remedial support in the areas of reading/math. A common time is allocated in the master schedule across grade levels for the delivery of interventions/enrichment by all staff members during POW WOWS. Teachers, in Kindergarten through fifth grade, are receiving professional development on the Science of Reading in efforts to improve their daily instruction, as well as provide appropriate interventions. A substantial amount of funds from the CARES funding has been spent on providing decodable books. These books will allow teachers to have the resources needed to support their recently gained research based strategies. Students who do not show progress, through the data collected from interventions, are referred to the IABS team for further analysis. The Digital Teaching and Learning Specialist has trained several teachers in using a SWIVL to assist in conducting instructional rounds this school year.</p> |                       |                              |                          |
|   | <p>Priority Score: 3      Opportunity Score: 3</p>   | <p>Index Score: 9</p> |                              |                          |
| <p><b><i>How it will look when fully met:</i></b></p> | <p>2023 - The NC MTSS team will continue to meet monthly. The team has been streamlined to make the most efficient use of time and resources. Grade level and departmental PLC meetings will be used to process and analyze collected data to share at MTSS meetings monthly. During the MTSS meetings, data will be shared and the most impactful interventions for all students will be investigated. This information will be communicated to all impacted personnel including, but not limited to, classroom teachers, resource teachers, POW WOW instructors, At Risk personnel, etc. Additionally, teachers will be immersed in professional development that</p>  |                       | <p><b>Tiffany Wooten</b></p> | <p><b>04/24/2024</b></p> |

focuses on strategies that can be used to help improve, supplement and expand their instruction. Planning time will continue to be protected to ensure that teachers have time to analyze data and investigate strategies the will offer the most support for students.

2022 - The formative and summative data collected from the universal screener, interventions, and progress monitoring directly guides instruction across all grade levels and is analyzed in PLC, and IABS/MTSS meetings. Students receive instruction/interventions based upon their needs and tier levels. The frequency and intensity of interventions are determined and modified based upon the student's progress. The IABS team uses this data to establish the standard treatment protocol for students. Teachers conduct Instructional Rounds focused on specific instructional practices using iPads with swivels and Google forms. Personalized instructional supports and resources are fully implemented to enhance differentiated teaching and learning to ensure equity for all students.

| <b>Actions</b>  |   | <b>0 of 5 (0%)</b> |                  |            |
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| 9/23/21   | -administer Universal screenings three times per year   |                    | Karen Kennedy    | 04/24/2024 |
| <i>Notes:</i> Teachers administered BOY, MOY, and EOY assessments.  |   |                    |                  |            |
| 9/23/21   | -monitoring of IEPs to ensure additional supports are being provided in the general education classroom setting and aligned to meet the specific needs of the individual student through differentiated instruction |                    | Tiffany Wooten   | 04/24/2024 |
| <i>Notes:</i>   |   |                    |                  |            |
| 9/23/21   | -analyze and review data within the IABS Team/teachers meetings each month with a renewed approach to data presentation and intervention recommendations  |                    | Karen Kennedy    | 04/24/2024 |
| <i>Notes:</i> - IABS team members meet with teachers monthly to analyze and discuss data, and provide possible interventions. |   |                    |                  |            |
| 10/5/21   | -analyze and review the data in the PLC meetings weekly   |                    | Jessica Whitman  | 04/24/2024 |
| <i>Notes:</i>   |   |                    |                  |            |
| 11/24/21  | -utilize small group reading and math instruction to plan individualized student interventions and enrichment using various programs  |                    | Michelle Shepard | 04/24/2024 |
| <i>Notes:</i> due to lack of funding for Interventionist, this year we will be utilizing all staff to provide                 |   |                    |                  |            |

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|   |              | intervention programs that will address enrichment and remediation   |                              |                        |                    |
|   |              | Title I funding will be used to purchase Study Island, IXL and other programs to assist teachers in pinpointing where students need assistance and provide resources for reteaching on individual or small group levels.   |                              |                        |                    |
| <b>KEY</b>                              | <b>A4.06</b> | <b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>   | <b>Implementation Status</b> | <b>Assigned To</b>     | <b>Target Date</b> |
| <i>Initial Assessment:</i>              |              | <p>As of September 2023, teachers and other staff members participate in professional development to gain knowledge of effective social/emotional practices which will be implemented in effectively assisting students in identifying and managing their growth mindset. Teachers are aware of what additional services are available for students needing extra support, how best to connect students and their families with those services. Students demonstrate self awareness, self management, social awareness, relationship skills and responsible decision making toward adults and peers. Teachers build relationships with their students and are able to identify their area(s) of need to refer them to our multitiered systems of support as needed.</p> <p>2022 - A licensed clinician is on site to provide comprehensive mental health services and behavioral healthcare which allows for early identification, monitoring, consultation, and treatment. These personalized instructional supports and resources are implemented to ensure equity for all students. Staff members utilize teletherapy to support their mental health and the mental health of the students.</p> |                              |                        |                    |
|   |              | Priority Score: 3      Opportunity Score: 3  | Index Score: 9               |                        |                    |
| <i>How it will look when fully met:</i> |              | 2023 - To insure the all teachers are attentive to students' emotional states, ongoing professional development will guide school staff's understanding and abilities to navigate students and families social and emotional status. Data collection of students and families will continue to be implemented and updated. Teachers will form relationships with students as evidenced in observations, communication logs, surveys and PLC meeting minutes. Students will be taught how to manage emotions and will be evidenced in behavioral data. Students needing additional  |                              | <b>Christi Macleod</b> | <b>04/24/2024</b>  |

supports will be shared in MTSS meetings and interventions will be implemented.

2022 - Teachers and other staff members participate in professional development to foster their own social and emotional development in efforts to support a caring and challenging school climate. Teachers participate in professional development to gain knowledge and sound effective social/emotional practices which will be implemented in effectively assisting students in identifying and managing their growth mindset. Teachers are aware of what additional services are available for students needing extra support, how best to connect students and their families with those services. All students show more self awareness, self management, social awareness, relationship skills and responsible decision making toward adults and peers. Teachers build relationships with their students and be able to identify their area of need to refer them to our multitiered systems of support as needed. A licensed clinician is on site to provide comprehensive mental health services and behavioral healthcare which allows for early identification, monitoring, consultation, and treatment. These personalized instructional supports and resources are implemented to ensure equity for all students. Staff members utilize teletherapy to support their mental health and the mental health of the students.

| <b>Actions</b> |  | <b>0 of 3 (0%)</b> |              |            |
|----------------|--|--------------------|--------------|------------|
| 9/23/21        | -IABS team members and teachers review and discuss student social/emotional data during MTSS meetings to determine if interventions are needed or are currently successful   |                    | Sarah Harris | 04/24/2024 |
| <i>Notes:</i>  | IABS team members participate monthly in discussions revolving around the social and emotional needs of students. Interventions currently in place are reviewed to check for success rate and alternative interventions are suggested as needed. |                    |              |            |
| 9/23/21        | -staff will participate in professional development to foster social and emotional development in efforts to support a caring and challenging school climate   |                    | Sarah Harris | 04/24/2024 |
| <i>Notes:</i>  | SEL professional development for teachers was provided by support staff  |                    |              |            |
| 11/24/21       | -the guidance counselor or school social worker will meet with students who exhibit signs of emotional stress. They will provide students with   |                    | Sarah Harris | 04/24/2024 |



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|   |               | strategies for understanding and managing their emotions.   |                              |                         |                    |
| <i>Notes:</i>                           |               |   |                              |                         |                    |
| <b>KEY</b>                              | <b>A4.16</b>  | <b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>   | <b>Implementation Status</b> | <b>Assigned To</b>      | <b>Target Date</b> |
| <b>Initial Assessment:</b>              |               | As of 2023, teachers work with administration to create heterogenous groupings for all grade levels. Students can be moved across grade levels to differentiate instruction for interventions. PreK and Kindergarten teachers holds an annual parent meeting with PK parents to provide them with information about Kindergarten and affording time for parents to ask questions. Near the end of the year the PK class will visit Kindergarten classes to participate in an instructional lesson. Additionally, PreK students begin to have lunch in the lunchroom with Kindergarten students beginning after Christmas.   |                              |                         |                    |
| <b>How it will look when fully met:</b> |               | In 2023, we plan to support students transitions by being intentional about the planning of transition programs at critical areas (PK-K, 2-3, 5-6) We want to ensure that students and parents are aware of critical changes as students move from one grade span to the next. Third grade will continue to provide parents with curriculum night that helps the parents to understand the expectations of End-of-Grade testing, span (3-5) expectations and provide for an opportunity for parents to ask questions. Fifth grade and middle school will develop an intentional program for transition from elementary to middle school. Additionally, teachers will ensure that they meet vertically throughout the year to align curriculum and standards. Overall, we feel that these programs will help with the students and parents anxiety as they move to the next level. |                              | <b>Nina Gail Lanier</b> | <b>04/24/2024</b>  |
| <b>Actions</b>                          |               |   | <b>0 of 7 (0%)</b>           |                         |                    |
|   | 9/25/23       | - develop a middle school transition program in conjunction with 5th grade  |                              | Nina Gail Lanier        | 04/24/2024         |
|   | <i>Notes:</i> | - teachers will develop the program to be implemented late in May of 2024 or the beginning of the 2024-2025 school year.  |                              |                         |                    |
|   | 10/5/23       | - vertical planning will be implemented to align curriculum, procedural and behavioral expectations   |                              | Verna Brown             | 04/24/2024         |
| <i>Notes:</i>                           |               |   |                              |                         |                    |

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| 10/5/23       | Transition team meetings between 8th grade teachers and East Duplin High School  |  | Michelle Shepard | 04/24/2024 |
| <i>Notes:</i> |  |  |                  |            |
| 10/5/23       | Enrollment of middle school students in NCVPS courses                            |  | Karly Earp       | 04/24/2024 |
| <i>Notes:</i> |  |  |                  |            |
| 10/5/23       | Meet with parents and students about honors courses and scheduling in 9th grade. |  | Sarah Harris     | 04/24/2024 |
| <i>Notes:</i> |  |  |                  |            |
| 10/5/23       | Host a Curriculum Night for Grades K-8   |  | Karen Kennedy    | 04/24/2024 |
| <i>Notes:</i> |  |  |                  |            |
| 10/5/23       | Host PreK Parent Meeting/Orientation   |  | Amelia Bellomy   | 04/24/2024 |
| <i>Notes:</i> |  |  |                  |            |

| <b>Core Function:</b>                   |       | <b>Dimension B - Leadership Capacity</b>   |                              |                       |                    |
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| <b>Effective Practice:</b>              |       | <b>Strategic planning, mission, and vision</b>   |                              |                       |                    |
| KEY                                     | B1.03 | <b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)</b>  | <b>Implementation Status</b> | <b>Assigned To</b>    | <b>Target Date</b> |
| <b>Initial Assessment:</b>              |       | <p>As the 2023 school year begins, the new School Improvement Team has been elected. The team consists of the required members as indicated in the School Improvement Process Reference Guide for 2023-2024. Each grade level and department have representation. Meetings are scheduled for twice a month for the school year.</p> <p>In the 2022 school year, the administration and SIT felt that this indicator was fully implemented.</p> |                              |                       |                    |
| <b>How it will look when fully met:</b> |       | <p>During the 2023 school year, the team wants to revamp that Vision, Mission and Motto for our school. Meetings will be held twice a month with the first meeting being a general meeting and the second to work specifically on the School Improvement Plan. Agendas and meeting minutes will continue to keep the SIT on task and focused. The meeting minutes will be shared with the entire staff after each meeting.</p>                 |                              | <b>Britani Becher</b> | <b>04/24/2024</b>  |
| <b>Actions</b>                          |       |  | <b>0 of 4 (0%)</b>           |                       |                    |
| 9/25/23                                 |       | - revise the Mission, Motto and Vision of our school.  |                              | Britani Becher        | 09/01/2023         |
| <i>Notes:</i>                           |       |  |                              |                       |                    |
| 10/5/23                                 |       | - SIT meeting minutes will be posted on the CES Dashboard for easy access by all staff   |                              | Jessica Whitman       | 04/24/2024         |

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| Notes:  | - Karly Earp (or whoever completes the minutes for the meeting) will provide meeting minutes to Jessica Whitman to be uploaded as soon as possible after the meeting. |  |            |            |
| 10/5/23 | - PLC groups for each grade level and department meet each week   |  | Oliva Tate | 04/24/2024 |
| Notes:  |   |  |            |            |
| 10/5/23 | - PLC meetings are held with school personnel that share common students  |  | Oliva Tate | 04/24/2024 |
| Notes:  | - these PLC meetings will include members of POW WOW groups   |  |            |            |

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| <b>Core Function:</b> | <b>Dimension B - Leadership Capacity</b> |
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| <b>Effective Practice:</b> | <b>Distributed leadership and collaboration</b> |
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| 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 |
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| <b>Initial Assessment:</b> | <p>As of September 2023, teacher leaders were beginning to emerge and became responsible for a wide variety of tasks that support students learning and professional development. Meaningful relationships developed throughout the school and the community. Plans were made to continue to work together more to support each others efforts and to pull together to accomplish goals by sharing resources.</p> <p>As of September 2022, a master schedule has been created to provide grade level common instructional planning periods and intervention periods for all grade levels as well as, professional learning community meetings. Each staff member has been placed on a duty roster to ensure the safety of all students throughout the school day. The roster is designed to equitably distribute duties among staff members. The School Improvement Team has been voted on and meets twice monthly. The parent advisory committee is scheduled to meet quarterly.</p> |  |  |  |
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|  | Priority Score: 3      Opportunity Score: 2 | Index Score: 6 |  |  |
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| <b>How it will look when fully met:</b> | Teachers will work towards various ways to effectively use technology to share ideas and methods that support student learning in their classrooms. Time will be provided to have productive discussions and share new insights and knowledge. PLC time will be planned and protected. All meetings will have agendas and minutes that are shared with administration and |  | <b>Oliva Tate</b> | <b>04/24/2024</b> |
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|                | <p>the SIT, MTSS team, etc. as needed. Evidences will be provided in documentation of the aforementioned activities, scheduling and documentation by the technology department.</p> <p>A greater number of teacher leaders will be responsible for various tasks that support student learning. Grade level, committee and other teams will collaborate with administration and other key stakeholders to support rigorous, relevant instruction and the maintenance of meaningful relationships throughout the school. When the objective is fully met all staff and individuals from key stakeholder groups are engaged in a process of identifying, advocating for and using resources that will promote high quality learning environments and experiences for students. Teams will have a culture of innovation by identifying promising practices and encouraging the scaling of ideas throughout the school that embraces change and promotes continuous improvement. Students will demonstrate growth in classroom achievement, benchmark data, formative and summative assessments.</p> |                    |                  |            |
| <b>Actions</b> |  | <b>0 of 6 (0%)</b> |                  |            |
| 11/5/22        | -provide teams with work plans for the year and specific work products to produce  |                    | Ann Albertson    | 04/24/2024 |
|                | <i>Notes:</i>  |                    |                  |            |
| 11/5/22        | -maintain a file of the agendas, work products, and minutes of all teams   |                    | Ann Albertson    | 04/24/2024 |
|                | <i>Notes:</i>  |                    |                  |            |
| 11/5/22        | -provide adequate time for teams to meet, conduct business, and meet the expectations of district and school policy  |                    | Brittany Knowles | 04/24/2024 |
|                | <i>Notes:</i>  |                    |                  |            |
| 11/5/22        | -teachers will meet monthly to discuss at-risk students using collected data during MTSS meetings.   |                    | Karen Kennedy    | 04/24/2024 |
|                | <i>Notes:</i>  |                    |                  |            |
| 11/5/22        | -schedule at least two half day PLC sessions for K-5 teachers to analyze data, work on LETRS training modules and work on strategies for student growth and proficiency  |                    | Karen Kennedy    | 04/24/2024 |
|                | <i>Notes:</i> CARES funds will be utilized to secure substitutes for half day PLCs unless otherwise provided by support staff and resource teachers.   |                    |                  |            |
| 11/5/22        | -utilize STEAMA Curriculum Facilitator, Digital Learning and Media Coordinators, and district support staff for guidance and support in the implementation of effective instructional  |                    | Nina Gail Lanier | 04/24/2024 |

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|        | strategies and digital resources |  |  |  |
| Notes: |                                  |  |  |  |

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| <b>Core Function:</b> | <b>Dimension B - Leadership Capacity</b> |  |  |  |
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| <b>Effective Practice:</b> | <b>Monitoring instruction in school</b> |  |  |  |
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| 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 |
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| <b>Initial Assessment:</b> | <p>As of September 2023, the role of Principal and Assistant Principal were taken on by administration that is new to the CES family. As new to our family, they both believe that their roles are important to the community and desire to do the best they can to encourage our family to grow professionally. To that end they have established goals for themselves and are holding themselves accountable with high expectations for their CES family.</p> <p>During the 2022 school year the administration felt that this indicator was fully implemented.</p> |  |  |  |  |
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| <b>How it will look when fully met:</b> | <p>2023 - To achieve the standards administration has set for themselves, and to fully implement this indicator, the administration will be <i>visible</i> throughout the school and community. They will be seen in all areas of our school throughout the school day. They will set up a master schedule where one or more administrator is available throughout the school day. They will establish a schedule of evaluations, observation schedules and plans for walk throughs. This indicator will be evidenced in pre/post observation data, schedules of conferences with staff, walkthrough documentation and feedback interactions.</p> <p>2022 - During the 2022 school year, administration felt that this goal was fully implemented. Therefore, they did not have action steps for this indicator.</p> |  |  | <b>Brittany Knowles</b> | <b>04/24/2024</b> |
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| <b>Actions</b> |  | <b>0 of 4 (0%)</b> |  |  |
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| 9/7/23 | - formal evaluations and observations will be scheduled for all teachers. This will include in person pre and post conferences when possible. |  | Brittany Knowles | 04/24/2024 |
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| Notes: |  |  |  |  |
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| 9/7/23 | - walkthroughs will be conducted by the principal and assistant principal with feedback given in a shared walkthrough document within a week of the walkthrough. |  | Jessica Whitman | 04/24/2024 |
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| Notes:  |   |  |                  |            |
| 9/7/23  | - reviews of PDPs and self assessments with teachers in person with feedback given in written and verbal forms. |  | Brittany Knowles | 04/24/2024 |
| Notes:  |   |  |                  |            |
| 10/5/23 | -Post Conference conducted with teachers following classroom observations                                       |  | Jessica Whitman  | 04/24/2024 |
| Notes:  |   |  |                  |            |

| <b>Core Function:</b>                   |       | <b>Dimension C - Professional Capacity</b>   |                              |                    |                    |
|---|-------|--|------------------------------|--------------------|--------------------|
| <b>Effective Practice:</b>              |       | <b>Quality of professional development</b>   |                              |                    |                    |
| KEY                                     | C2.01 | <b>The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)</b>   | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |
| <b>Initial Assessment:</b>              |       | <p>As of September 2023, teachers, administration and support staff regularly review, monitor and interpret data from EOG scores, EVAAS data, benchmark data and many other sources of student mastery evidence. Subgroups are identified and their progress towards mastery are examined. The LEA looks for patterns and identifies areas of need. With all of this information, the LEA strategically plans professional development that is research based and attempts to address the areas of most concern or challenge.</p> <p>During the 2022 school year, the administration felt that this indicator was fully met.</p>   |                              |                    |                    |
| <b>How it will look when fully met:</b> |       | <p>2023 - After looking at the data we have collected, our priorities are analysis of that data, researching strategies for support and sharing information with all stakeholders in a timely, efficient manner. Support from the technology team will be needed as we develop new ways to input data and share it confidentially, but effectively. Teacher needs will be assessed through a survey from the technology team. Accordingly, meetings will be scheduled with the technology team and documentation will be provided. PLC meeting minutes will have a data focus, which will be documented in the minutes of these meetings. LETRS training will continue to be a priority with time provided for this professional development.</p> <p>2022 - During this year, the administration and SIT felt that this indicator was fully met.</p> |                              | Jennifer Miller    | 04/24/2024         |

| <b>Actions</b>   |  | <b>0 of 5 (0%)</b> |                  |            |
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| 9/8/23   | - the technology team will incorporate surveys to assess needs for digital learning professional development   |                    | Nina Gail Lanier | 04/24/2024 |
| <i>Notes:</i> this survey is typically be implemented by the STEAMA Digital Teaching & Learning Specialist |  |                    |                  |            |
| 9/8/23   | - scheduling time for LETRS training will be a top priority for K-5 teachers   |                    | Erica Stanley    | 04/24/2024 |
| <i>Notes:</i> - revisions and accommodations will be implemented as need arises                            |  |                    |                  |            |
| 9/8/23   | - all types of PLC meetings, including vertical, grade and subject level, and stakeholder PLC meeting minutes folder in an effort to keep all stakeholders abreast of student data |                    | Karen Kennedy    | 04/24/2024 |
| <i>Notes:</i> - monthly checks and reminders will be shared with staff as necessary                        |  |                    |                  |            |
| 10/5/23  | - MTSS data will be shared from PLC meetings with the MTSS committee in advance of meetings to be better prepared to recommend researched based strategies for intervention        |                    | Karen Kennedy    | 04/24/2024 |
| <i>Notes:</i>  |  |                    |                  |            |
| 10/5/23  | - staff will attend professional development based on classroom observation data, PDP recommendations and student performance data   |                    | Karly Earp       | 04/24/2024 |
| <i>Notes:</i> - the county provides profession specific development at least 2 times per year              |  |                    |                  |            |

| <b>Core Function:</b>                   |              | <b>Dimension C - Professional Capacity</b>   |                                   |                    |                    |
|---|--------------|--|-----------------------------------|--------------------|--------------------|
| <b>Effective Practice:</b>              |              | <b>Talent recruitment and retention</b>  |                                   |                    |                    |
| <b>KEY</b>                              | <b>C3.04</b> | <b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>   | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |
| <i>Initial Assessment:</i>              |              | <p>At the beginning of the 2023 school year we are very fortunate to have no job vacancies at our school for the first time in several years. With a full staff of qualified personnel, we can move forward in our endeavors to promote the social/emotional and academic excellence of our students.</p> <p>2022 - The administration and SIT team felt that his indicator was met.</p> | Limited Development<br>09/07/2023 |                    |                    |
| <i>How it will look when fully met:</i> |              | As the 2023 school year begins, we are very grateful to have everyone essential to operating our school in place. However, we do not take that for granted and want to continue to employ the highest level staff. To that end, administration will conduct high level evaluations   |                                   | Erica Stanley      | 04/24/2024         |

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|  | <p>that seek qualities needed in individuals to serve as mentors. Strong mentors will help us to retain staff. Additionally, staff engagement opportunities that will promote the social and emotional wellbeing of all of our staff which in turn will aid with retention. Also, PDPs will have a focus on personal professional development in addition to student and instructional focuses already in place.</p> <p>2022 - This indicator was fully met during this time.</p> |  |  |  |
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| <b>Actions</b> |   | <b>0 of 5 (0%)</b> |                   |            |
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| 9/25/23        | - administration will conduct evaluations with the specific purpose of seeking qualities needed for mentors   |                    | Hannah McCandless | 04/24/2024 |
| <i>Notes:</i>  | - share information with Macy Brinson for upcoming BTs  |                    |                   |            |
| 10/5/23        | - staff luncheons will be hosted by predetermined departments with duty free lunches so that the all staff can participate and socialize  |                    | Sarah Harris      | 04/24/2024 |
| <i>Notes:</i>  |   |                    |                   |            |
| 10/5/23        | - at least one item on each PDP will focus on professional development of interest to each teacher and have action steps  |                    | Brittany Knowles  | 04/24/2024 |
| <i>Notes:</i>  | - PDPs have an initial, midyear and end of year review  |                    |                   |            |
| 10/5/23        | -beginning teachers are assigned a certified mentor and attend monthly BT meetings  |                    | Amelia Bellomy    | 04/24/2024 |
| <i>Notes:</i>  |   |                    |                   |            |
| 10/5/23        | -new staff members will be hired using the hiring process shared by our Human Resources Department (application screening, interviews, recommendation submitted to HR, board approval). |                    | Brittany Knowles  | 04/24/2024 |
| <i>Notes:</i>  |   |                    |                   |            |

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| <b>Core Function:</b>      |              | <b>Dimension D - Planning and Operational Effectiveness</b>   |                                   |                    |                    |
| <b>Effective Practice:</b> |              | <b>Resource Allocation</b>  |                                   |                    |                    |
| <b>KEY</b>                 | <b>D1.02</b> | <b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>   | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |
| <b>Initial Assessment:</b> |              | 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. | Full Implementation<br>09/25/2023 |                    |                    |



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|  | <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> |  |  |  |
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| <b>Core Function:</b> | <b>Dimension E - Families and Community</b> |  |  |  |
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| <b>Effective Practice:</b> | <b>Family Engagement</b> |  |  |  |
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|  | 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 | Target Date |
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| <b>Initial Assessment:</b> | <p>As of September 2023, our school, like most, schools are recovering from pandemic mindset with our families. Families have been apprehensive about coming to the schools because they did not understand their role in this post pandemic era. With that in mind, our goals are to not only be welcoming to families, but to help them understand our expectations, our desires for their involvement and most importantly how they can support their students.</p> <p>During the 2022 school year the SIT felt that this indicator was fully implemented.</p> |  |  |  |  |  |
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| <b>How it will look when fully met:</b> | <p>2023 - Parents will once again, fully participate in their students' educational experience. Expectations will be established using the PTO, Parent Nights, communication logs, and weekly school updates. Sign-in sheets, social media posts, and other documentation will serve as evidence. Additionally, parents will participate in surveys that will help us better understand the parents expectations. Events that encourage family and community participation throughout the year will include:</p> |  |  |  | Karly Earp | 04/24/2024 |
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|  | <p>Open House, Fall into Ag Night, Sports and Musical Concert events, Curriculum Night, Duke Energy Science Night, PTO Meetings and BOY/MOY/EOY parent conferences. Weekly announcements sent by phone call, email, and text link to video announcements will keep parents in the loop with happenings at school and let them know how to get involved. CES will also partner with community groups to ensure equitable student success (back to school supply donations, weekly food help for in-need or at-risk students, etc ).</p> <p>2022 - During this time this indicator was fully met.</p> |  |  |  |
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| <b>Actions</b> |  | <b>0 of 10 (0%)</b> |                   |            |
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| 9/7/23         | - a community involvement night, Fall Into AG, will be created to invite the community to visit our school where we will have local agricultural suppliers, fun agricultural events, information booths and curriculum information for specific grades available |                     | Sarah Harris      | 10/26/2023 |
|                | <i>Notes:</i>  |                     |                   |            |
| 9/7/23         | - Inform 3rd Grade parents of important curriculum information and parental involvement opportunities for student success (including but not limited to Read to Achieve legislation)   |                     | Hannah McCandless | 10/26/2023 |
|                | <i>Notes:</i>  |                     |                   |            |
| 10/5/23        | -regular and meaningful two-way communication between home and school  |                     | Nina Gail Lanier  | 04/24/2024 |
|                | <i>Notes:</i>  |                     |                   |            |
| 10/5/23        | -involvement of parents in school decisions that affect children and families through our Parent Advisory Committee and PTO  |                     | Christi Macleod   | 04/24/2024 |
|                | <i>Notes:</i>  |                     |                   |            |
| 10/5/23        | -our school social worker collaborates with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning  |                     | Sarah Harris      | 04/24/2024 |
|                | <i>Notes:</i>  |                     |                   |            |
| 10/15/23       | - promote student health awareness among parents by addressing the need for health programs and student health services, which are linked to student learning (e.g. dental screening, vision, and hearing screening, and telehealth).                            |                     | Karly Earp        | 04/24/2024 |
|                | <i>Notes:</i>  |                     |                   |            |
| 9/7/23         | - teachers will maintain updated communication logs  |                     | Ann Albertson     | 04/24/2024 |
|                | <i>Notes:</i>  |                     |                   |            |

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| 9/7/23        | - a Duke Science Night will be implemented and will have fun, hands-on activities STEAMA activities for parents, students, families, and community members |  | Britani Becher   | 04/24/2024 |
| <i>Notes:</i> |  |  |                  |            |
| 9/7/23        | - musical performances will be presented by the music department for families and community members  |  | Shannon Cole     | 04/24/2024 |
| <i>Notes:</i> |  |  |                  |            |
| 9/7/23        | - weekly school updates and reminders will be sent via text, video and email to parents  |  | Brittany Knowles | 04/24/2024 |
| <i>Notes:</i> |  |  |                  |            |

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| <b>Core Function:</b>                   |              | <b>Dimension E - Families and Community</b>  |                              |                      |                    |
| <b>Effective Practice:</b>              |              | <b>Community Engagement</b>  |                              |                      |                    |
|   | <b>E2.04</b> | <b>The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)</b>  | <b>Implementation Status</b> | <b>Assigned To</b>   | <b>Target Date</b> |
| <i>Initial Assessment:</i>              |              | <p>As of September 2023, we are continuing to develop relationships with community partners. These partners work in differing ways to support our teachers, students and families. There continues to be a strong connection with our faith-based community, the local recreation department, and many small businesses in the community.</p> <p>As of September 2022, we have some partnerships in the local community to meet the needs and goals of students and families. We depend heavily on our partnership with the faith-based community and small local businesses. There is also a strong relationship with the local area recreation department. We would like to deepen and expand our partnerships through identification and selection of appropriate community contacts who can meet these needs and who may also benefit from the partnership of shared goals and collaborative activities.</p> |                              |                      |                    |
|   |              | Priority Score: 2      Opportunity Score: 2  | Index Score: 4               |                      |                    |
| <b>How it will look when fully met:</b> |              | 2023 - This year our school will be making concerted efforts to increase our ties with the community. While we have had great support from the community in the past, recently much of the support has come from a limited number of sources. This year many areas of the school will  |                              | <b>Morgan Murray</b> | <b>04/24/2024</b>  |

be reaching out to include more stakeholders from throughout the community. Colleges and universities will have representation. We will be reaching out to local churches for support of the CES families that attend these churches. Local businesses will be invited to present information, share knowledge, encourage students as they grow academically and socially. Evidence of this will be found logs, photographs, etc. We also are making a concentrated effort to invite families back into our school. Since the pandemic, parents have been uncertain about returning as volunteers, advisors, PTO members. The PTO and school staff hope to reach out to families and let them know that they are welcomed and needed.

2022 - This indicator was fully implemented in this school year.

| <b>Actions</b> |  | <b>0 of 3 (0%)</b> |              |            |
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| 11/6/22        | reach out to parents and community members outside the school to initiate collaborative activities that can potentially also meet the needs of the community.    |                    | Sarah Harris | 04/24/2024 |
| <i>Notes:</i>  |  |                    |              |            |
| 11/6/22        | meet with parent advisory and PTO members to initiate collaborative activities and identify individuals who are interested in working with teachers and students |                    | Shannon Cole | 04/24/2024 |
| <i>Notes:</i>  |  |                    |              |            |
| 11/6/22        | monitor and assess collaborative activities to ensure the relationship is working and that shared goals are being met  |                    | Sarah Harris | 04/24/2024 |
| <i>Notes:</i>  |  |                    |              |            |