

2024-25 School Improvement Plan

Mission: The mission at Rose Hill-Magnolia is to empower our students to be productive citizens in a global society of the future.

Vision: The vision for Rose Hill-Magnolia is to create a culture of academic excellence by providing rigorous, engaging instruction with the necessary supports for students and staff to excel.

Goals:

Through Redefined Professional, Purposeful Design, and Powerful Teaching and Learning, RHM will exceed expected growth and increase our School Achievement Score to 24.0 which is a 10% increase.

Through Purposeful Design and Personalization, RHM will decrease student discipline referrals by 25%.

RHM will increase EL progress by 25% to achieve 19.5% and increase the number of students that exit EL status by 100% to exit at least 8 students in 2024-25.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of October 2023, RHM administrators are completing super observations for all certified staff members. One to three additional formal observations will be completed for each certified staff member by the end of the year. By the end of November, 2 eleot walkthroughs will be completed in each classroom. In addition to these formal processes, informal walkthroughs happen daily. However, a schedule with a predetermined "look-for" and a feedback mechanism would increase the effectiveness of these classroom visits.	Limited Development		
<i>How it will look when fully met:</i>		In addition to the required observations in NCEES, administration will visit classrooms weekly to monitor curriculum and classroom instruction in order to provide consistent feedback for continued improvement.		Susan Sellers	05/01/2025
Actions			0 of 4 (0%)		
		Regular formal and informal classroom observations will be completed by administration and feedback will be given to teachers.		Leadership Team	05/01/2025

<i>Notes:</i>					
		Create a mechanism for immediate, specific feedback for weekly informal classroom walkthroughs.		Leadership Team	05/01/2025
<i>Notes:</i>					
		The Leadership Team will meet weekly to discuss formal and informal classroom observation data to identify strengths and weaknesses and to plan professional development.		Leadership Team	05/01/2025
<i>Notes:</i>					
		Administration will attend weekly PLCs to observe and support implementation of county instructional resources and pacing guides.		Susan Sellers	05/31/2025

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>		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 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.	Full Implementation		

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1C: Customize and target support to meet needs			
	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of October 2024, we have established a SIT sub-committee to promote and support the physical, social, emotional and behavioral health of all school personnel. Other avenues to address improved school culture and teacher well-being are being explored. Some ideas include fitness challenges, intentional and regular team-building activities, and meaningful appreciation and recognition efforts.	No Development		

	As of October 2023, the need for intentional staff well-being activities is high. We are developing a SIT sub-committee for this effort.			
How it will look when fully met:	RHM will experience increased teacher morale, reduced absenteeism, reduced turnover, and higher levels of general well-being and ability to handle job-related stress. As we proceeded through the year implementing various well being activities; participation increased.		Donna Nicholson	05/01/2025
Actions		1 of 2 (50%)		
	Create a SIT sub-committee for Staff Well-Being to address this indicator.	Complete 05/01/2024	Donna Nicholson	05/01/2024
<i>Notes:</i>				
	We will meet regularly to plan and carry out seasonal activities for staff.		Donna Nicholson	05/01/2025
<i>Notes:</i>				

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
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 October 2023, RHM is in the process of completing the first of four quarterly grade level Data Analysis and Planning Days. During this first meeting, teams disaggregated mClass BOY data in K-4 and looked at EVAAS projections in 4-8. This data was used to plan small group instruction during core and WIN time. Subsequent meetings will analyze NC Check-Ins. Grade levels will discuss common assessment data at least three times per grading period.	Limited Development		
How it will look when fully met:		Data will be used for all school improvement decisions - scheduling, staffing, student placement, resource allocation, professional development.		Susan Sellers	05/01/2025
Actions			0 of 4 (0%)		
		Teachers in grades 4-8 will use NC Check-In data to monitor student progress towards standards mastery.		Lillie Lanier	05/01/2025
<i>Notes:</i>					
		The Leadership Team will analyze formal and informal classroom observation data to identify		Susan Sellers	05/01/2025

	individual, group, or school-wide professional development.			
<i>Notes:</i>				
	K-4 teachers will use mClass BOY, MOY, and progress monitoring data to inform small group targeted instruction.		Monica Rivenbark	05/01/2025
<i>Notes:</i>				
	The SIT will analyze summative data to identify and plan for underperforming subgroups.		Susan Sellers	05/01/2025
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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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>		<p>As of October 2024, RHM continues to focus on rigorous, differentiated, grade-level core instruction following DCS pacing guides, NCDPI Unpacking Documents, and utilizing DCS resources. Analyzing multiple sources of data to include mClass, Edmentum, NC Check-Ins, common and classroom assessments, teachers are able to identify students that are not responding to core instruction relevant to their peers. Tier 2 students are provided 75-90 minutes per week of targeted support at their weakest skill to address the deficits keeping them from accessing grade level content. Teachers provide these Tier 2 interventions during our daily W.I.N. period. Students not making progress after 6-12 weeks of Tier 2 interventions may be escalated to Tier 3 interventions 150 minutes per week. The MTSS process continues to have a slower start than anticipated this year without a full-time coordinator.</p> <p>As of October 2023, RHM continues to focus on rigorous, differentiated, grade-level core instruction following DCS pacing guides, and utilizing DCS resources. Analyzing multiple sources of data to include mClass, edmentum, common and classroom assessments, teachers are able to identify students that are not responding to core instruction relevant to their peers. These students are provided 75-90 minutes per week of targeted support at their weakest skill to address the deficits keeping them from accessing grade level content. Teachers provide these Tier 2 interventions during our daily W.I.N. period. Students not making progress after 6-12 weeks of Tier 2 interventions may be escalated to Tier 3 interventions 150 minutes per week. The</p>	Limited Development		

	MTSS process is experiencing a slower start than anticipated this year without a full-time coordinator.			
How it will look when fully met:	80% of students will respond to differentiated core instruction and perform at or above grade level, 15% will require Tier 2 interventions and 5% will require Tier 3 interventions to show growth towards grade level standards. 100% of teachers will implement the MTSS process with fidelity.		Susan Sellers	05/01/2025
Actions		0 of 6 (0%)		
	K-5 teachers will utilize Heggerty and Open Court with fidelity to improve phonemic awareness, phonics, fluency, and comprehension instruction at the core level.		Monica Rivenbark	05/01/2025
<i>Notes:</i>				
	General education teachers will collaborate regularly with EC teachers to ensure identified students are receiving adequate supports in both settings to show growth in the general content standards.		Lillie Lanier	05/01/2025
<i>Notes:</i>				
	Teachers will analyze data from universal screeners, benchmarks, and common assessments to identify students not showing growth towards grade level standards.		Monica Rivenbark	05/01/2025
<i>Notes:</i>				
	Teachers will provide approved Tier 2 interventions for specified students 75-90 minutes per week.		Monica Rivenbark	05/01/2025
<i>Notes:</i>				
	Teachers interventionists will provide research-based interventions for specified Tier 3 students 150 minutes per week.		Susan Sellers	05/01/2025
<i>Notes:</i>				
	ESL instructors will use ACCESS data to form groups and consistently provide targeted pull-out and push-in services.		Carol Murphy	05/01/2025
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
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 25, 2024, the S.O.A.R. behavior matrix and corresponding lessons have been taught. S.O.A.R. visuals are posted in key locations around the campus. Educators Handbook continues to be the platform for office and classroom referral to	Limited Development		

	<p>document offenses and consequences. This data is used to identify and address trends across the school. Teachers continue to need support in classroom management strategies.</p> <p>As of October 2023, Rose Hill-Magnolia continues to be a PBIS school. The S.O.A.R. behavior matrix and corresponding lessons have been taught. As we have a number of new staff and students continue to adjust to post-pandemic life and school, we will reteach behavior expectations at the beginning of each grading period and as needed. We are developing a consistent plan for rewards and consequences, defining minor versus major offenses, and classroom versus office referrals. We use EducatorsHandbook for documentation and will meet monthly to review the data generated through this system to evaluate and adjust procedures and practices as needed. We will use data collected from the Panorama SEL screener to determine how best to address those needs.</p>			
How it will look when fully met:	100% implementation of PBIS is occurring through all grade levels. School wide rules across all grade levels are aligned with the SOAR areas. We have observed a decrease in the number of repeat offenders, and also a decrease in the number of office referrals. All teachers are using the same data collection method, and are offering consistent rewards and consequences to our students.		Shaquetta Hall	05/23/2025
Actions		2 of 7 (29%)		
	Teachers will participate in non-verbal deescalation portion of CPI training.	Complete 04/30/2024	Susan Sellers	01/31/2024
<i>Notes:</i>				
	A classroom management strategy/scenario/highlight/challenge will be presented at each faculty meeting for collaborative discussion.		Michael Sherrill	05/01/2024
<i>Notes:</i>				
	The PBIS team will plan quarterly celebrations with explicit prerequisites to participate.		Shaquetta Hall	05/01/2024
<i>Notes:</i>				
	Rose Hill-Magnolia will have a team of educators trained in CPI. RHM will have a team member located on each hall.	Complete 05/30/2024	Shannon Jackson	02/14/2025
<i>Notes:</i>				
	Grade level assemblies will be held to review schoolwide behavior expectations, rewards, and consequences.		Susan Sellers	05/23/2025
<i>Notes:</i>				
	Administrators and support staff will review Educators Handbook data monthly to identify		Lillie Lanier	05/23/2025

		discipline trends and problem-solve strategies for improvement.			
<i>Notes:</i>					
		More visuals will be posted around the school of expected behaviors in specific locations - i.e. hallway, bathroom, cafeteria. Picture Symbols will be added to the PBIS Matrix.		Shannon Jackson	05/23/2025
<i>Notes:</i>					
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Limited Development		
<p>As of October 2024, in addition to all efforts listed below, 6-8 Math, 6-8 ELA and 5-8 Science/Social Studies PLCs are meeting at least monthly to dig deeper into their content and vertical alignment. This is already proving beneficial for our alternatively licensed beginning teachers to learn their content. In addition to weekly grade level PLCs, Curriculum Updates/Reviews are held monthly with each grade level. Grade levels or departments will have 2 full days of data analysis and collaborative planning led by our STEAMA Curriculum Facilitator. There is an increased emphasis on utilizing NCDPI's Unpacking Documents and DCS Pacing Guides while planning during PLCs to ensure teachers understand exactly what students must know and do to master each standard.</p> <p>As of October 2023, in addition to all efforts listed below, 6-8 Math, 6-8 ELA and 5/8 Science PLCs are meeting at least monthly to dig deeper into their content and vertical alignment. This is already proving beneficial for our alternatively licensed beginning teachers to learn their content. In addition to weekly grade level PLCs, Curriculum Updates/Reviews are held monthly with each grade level. Grade levels or departments will have four full days of data analysis and collaborative planning led by our STEAMA Curriculum Facilitator. There is an increased emphasis on utilizing NCDPI's Unpacking Documents while planning to ensure teachers understand exactly what students must know and do to master each standard.</p>					
<i>How it will look when fully met:</i>				Monica Rivenbark	05/01/2025
Instructional teams will have a deep understanding of their standards and exactly what students need to know and do to demonstrate mastery. Teachers will understand where their content falls in the vertical progression of the standards. They will prioritize the most critical standards for their grade level and content area. They will effectively					

	collaborate to plan and implement grade level standards- aligned instructional units. Units will include clear learning targets, opportunities to build background knowledge and teach vocabulary, rigorous and engaging learning activities, differentiation for diverse learners, and meaningful formative and summative assessments.			
Actions		2 of 6 (33%)		
	Full day Data Analysis and Collaborative Planning Days will be held for each grade level or department four times a year.	Complete 05/01/2024	Susan Sellers	05/01/2024
<i>Notes:</i>				
	In addition to weekly grade level planning, middle school teachers will participate in departmental PLCs at least once per month.		Lillie Lanier	05/01/2025
<i>Notes:</i>				
	The STEAMA Curriculum Facilitator will lead monthly Curriculum Meetings with each grade.		Monica Rivenbark	05/01/2025
<i>Notes:</i>				
	Grade levels will participate in weekly PLCs to plan rigorous, differentiated, grade-level core instruction.	Complete 12/01/2021	Monica Rivenbark	05/01/2025
<i>Notes:</i>				
	All teachers will follow DCS pacing guides and NCDPI Unpacking Documents and utilize DCS curriculum resources with fidelity.		Monica Rivenbark	05/01/2025
<i>Notes:</i>				
	Full day Data Analysis and Collaborative Planning Days will be held for each grade level or department at least two times a year.		Monica Rivenbark	05/01/2025
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation				
Effective Practice:		Practice 3C: Remove barriers and provide opportunities				
!	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 October 2024, RHM has had a successful staggered enrollment for Pre-K and K students. We will be more thoughtful and strategic in the spring to plan for second graders to exit the primary grades and enter the world of EOGs and for fifth graders to enter the world of middle school. Eighth graders have visits from high school counselors as	Limited Development		

	<p>well as visit their assigned high school campus in the spring of the 24-25 school year.</p> <p>As of October 2023, RHM has had a successful staggered enrollment for Pre-K and K students. We will be more thoughtful and strategic in the spring to plan for second graders to exit the primary grades and enter the world of EOGs and for fifth graders to enter the world of middle school. Eighth graders will have visits from high school counselors as well as visit their assigned high school campus.</p>			
How it will look when fully met:	Well-planned transition activities will exist for PreK to K, 2nd to 3rd, 5th to 6th, and 8th to 9th. Students and parents will receive information about grade level expectations and curriculum to increase confidence and excitement about their educational continuum.		Michael Sherrill	05/01/2024
Actions		0 of 5 (0%)		
	Each Second-grade class will partner with a third grade class for student led conversations about 3rd grade expectations.		Marlyn Richards	05/01/2025
	<i>Notes:</i>			
	An "in school" field trip for rising 6th-grade students to tour the middle school and meet 6th-grade teachers.		Jasmine Jones	05/01/2025
	<i>Notes:</i>			
	Pre-K teachers will collaborate with Kindergarten teachers to host an orientation meeting for parents of students who will be moving up to kindergarten.		Kimberly Jones	05/01/2025
	<i>Notes:</i>			
11/3/19	8th grade students will attend a field trip to tour their new high school and will be encouraged to attend Summer Bridge.		Janetta McCullen-Judge	05/01/2025
	<i>Notes:</i> This is an ongoing action that will take place every school year.			
	8th grade students will choose 4 year high school pathways to align with NC graduation credits of 22.		Janetta McCullen-Judge	05/01/2025
	<i>Notes:</i>			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		As of October 2024, a designated time for Social Emotional Learning is built into the master schedule for grades K-5. We have also added an additional resource class for K-5 students called TeamBuilding	Limited Development		

	<p>that includes lessons on social skills, teamwork, collaboration, and emotional regulation. We continue to look for ways to systematically include this kind of instruction in grades 6-8, where we are still more reactive than proactive. We do have a robust check-in system for identified students in grades 6-8 that provides daily encouragement and relationship building with a trusted adult. Counselors provide grade level lessons on a variety of topics and individual classroom lessons as needed. Small group counseling sessions are still not implemented to the level we desire. We partner with Coastal Horizons, ECU and UNC telehealth and other outside organizations to meet intense needs for identified students.</p> <p>As of October 2023, RHM continues to work towards a more comprehensive and proactive framework for addressing students' emotional needs and providing explicit instruction on emotions, emotional regulation and coping skills.</p>			
How it will look when fully met:	Social-emotional skills instruction will be as explicit and valued as academic instruction. Staff will be proactive rather than reactive when responding to students' emotional needs. Students will be able to identify a range of emotions, triggers, and self-regulation strategies.		Shaquetta Hall	05/23/2025
Actions		0 of 3 (0%)		
	Teachers, in conjunction with the Student Support Team, will begin to develop routines to implement social-emotional instruction on a regular basis.		Shaquetta Hall	05/01/2024
<i>Notes:</i>				
	The Student Support Team will analyze discipline data, teacher referrals, and survey results to develop robust action plans to address students' emotional needs.		Shaquetta Hall	05/23/2025
<i>Notes:</i>				
	Teachers and counselors will implement a variety of age-appropriate social-emotional activities to help students learn to recognize and manage their emotions, resolve conflicts, and build healthy relationships.		Janetta McCullen-Judge	05/23/2025
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
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

Initial Assessment:	<p>As of September 2024, RHM will plan a Parent Involvement Night which will include Report Card pick up as well as Curriculum Standards and expectations for academic and behavior for each grade level. The first Parent Involvement Night will be scheduled for October 28, 2024. Parents will pick up Report Cards from Classroom Teachers and if applicable will receive an invitation to the quarterly award ceremony. RHM has plans for the second Parent Involvement Night on January 13, 2025. RHM has plans for the third Parent Involvement Night on April 11, 2025 when progress reports will be picked up.</p> <p>As of October 2023, RHM had a well-attended Open House and has plans for fall (Oct/Nov), winter (Jan/Feb) and spring (Mar/Apr) curriculum nights. Curriculum nights will consist of grade level specific information, program highlights and updates from various departments (EC, ESL, AIG, Student Support), and a thematic family fun activity. RHM follows all district parent conference guidelines. Teachers are encouraged to make a positive contact with each parent during the first weeks of school. A weekly connect ed call is placed to parents with pertinent information about the upcoming week. An area for improvement is teacher webpages.</p>	Limited Development		
How it will look when fully met:	RHM parents and staff will be true partners in education. A welcoming physical environment, weekly phone calls and Parent Involvement Nights will empower parents to be involved and to have the tools they need to help their students at home. RHM behavior and high expectations will be communicated to the parents during these meetings. Parent and student accountability for the academic and behavior development of all students, as well as transparency and trust will continue to grow.		Mirian Cornejo	05/01/2025
Actions		0 of 5 (0%)		
	Plan fall, winter, and spring curriculum night/family engagement activity to inform parents about grade-level specific standards and expectations while simultaneously building relationships.		Family Engagement Team	05/01/2025
<i>Notes:</i>				
	Continue school-wide weekly phone call to provide timely and ongoing information.		Susan Sellers	05/01/2025
<i>Notes:</i>				
	Regularly update the school website to include the calendar of events, resources for parents, and teacher webpages.		Marlene Kilpatrick	05/01/2025

<i>Notes:</i>				
	The school's support team will collaborate with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning (e.g. Tarheel Therapy, New Dimensions, Building Peace, Golden Eagles, Teen Court, TeleHealth with ECU).		Tina Pitts	05/01/2025
<i>Notes:</i>				
	The school will 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).		Susan Sellers	05/01/2025
<i>Notes:</i>				