2024-25 School Improvement Plan

Mission:

The mission of East Duplin High School, in collaboration with parents and the community, is to prepare all students to become productive, contributing members of society by providing quality instruction in a caring, safe environment.

Vision:

Our school will be a model school for others through the following:

- Intentional, purposeful, and responsible use of technology in the classrooms,
- Student accountability for academics and behaviors,
- Consistent instructional practices and enforcement of policies and procedures by all faculty and staff,
- Post-secondary college and career readiness for all students, and
- Supports that meet the social/emotional needs of our school community.

Goals:

By the end of the 2024-25 school year, we will increase our overall SPG Achievement Score by at least 10% (69.7%) through the following means: 1) We will increase our Academic Achievement by 20.2%, 2) Our 4-year Graduation Cohort will increase 2.3%, 3) Our EL Progress will increase to at least 28.6%, 4) Our Biology EOC proficiency will increase by 31.8%, 5) Our ACT/WorkKeys will increase by 11.9%, and 6) Our Math Rigor will increase by 0.7%.

By the end of the 2024-25 school year, our EVAAS Growth Index Score will exceed growth.

! = Past Due Objectives	KEY = Key Indicator

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	Practice 1B: Monitor short-and long-term goals			
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
Initial Assessment:	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 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 | Limited Development | | |

	funding sources to have the most positive impact on our students and staff.				
How it will look when fully met:		**Objective Met 10/11/23**	**Scott Ballard**	**10/11/2023**	
Actions					
	This indicator is at full implementation as indicated in the current implementation effort statement above.	Complete 10/11/2023	Scott Ballard	10/11/2023	
Notes:					

Core Function:	Domain 2: Talent Development			
Effective Practice:	**Practice 2B: Target professional learning opportunities**			
A1.03	**The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	As of July 2024, faculty and staff appear to be a tight-knit group of professionals that take the term "family" to heart. Their collaboration comes with little thought to what is occurring, opting for more informal meetings over formal, more procedural meetings. Each teacher's input is heard and given value. The more veteran teachers understand that they possess a larger role in the development of our school and take that role seriously.

As of July 2023, PLCs are still hit or miss. It is clear that our best performing departments regularly meet to discuss curriculum and instruction. Many departments are still disjointed and working in isolation. Administrative abilities to ensure that PLCs were being implemented with fidelity has been difficult to achieve. | Limited Development | | |
How it will look when fully met:	When fully implemented, there will be evidence of PLC meetings multiple times per month. Evidence will also indicate testing data, instructional strategies, and classroom management practices will be shared amongst teachers within same or similar departments. Evidence will be found within documents used with our PLC meetings.		**Scott Ballard**	**05/28/2025**
Actions		0 of 4 (0%)		
	Continue to utilize PLCs where teachers can share best practices, plan lessons, and analyze student data together.		Scott Ballard	10/21/2024
Notes:				

		#ObserveMe will promote a sense of collaboration amongst staff.			Beverly Sholar	12/16/2024
	Notes:					
		Smooth the transition for students moving from middle school to high school by creating a Transitional Team consisting of representatives from all involved schools.			Scott Ballard	12/16/2024
	Notes:					
		Teachers work collaboratively with case managers and Student Services to meet needs of students with EL, 504, or IEP Plans.			Beverly Sholar	12/16/2024
	Notes:					

		C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of July 2024, teachers have been encouraged to get out of their classrooms to visit other classes, but with no success. Some veteran teachers came together towards the middle of last school year and determined that this was an important opportunity for our younger teachers. Their enthusiasm was genuine and quite contagious. More thought went into the process of getting this set up over the summer to the point that we feel more confident in its future success. We also see this as a great opportunity to share common strategies with teachers from our feeder schools.	Limited Development		
How it will look when fully met:			When fully implemented, our teachers will be able and willing to share not only instructional strategies, but also classroom management strategies and day-to-day practices with other teachers. Sharing will take place not just in PLCs, but within established times throughout the year set aside solely for sharing from teacher to teacher. More opportunities will be given for teachers to observe in other classrooms with no thoughts of needing to be guarded against any criticisms or questions from peers.		**Scott Ballard**	**05/28/2025**
Actions				0 of 3 (0%)		
			Classroom Peer Observations will be incentivized to encourage teachers to visit other classrooms.		Beverly Sholar	10/21/2024
	Notes:					
			#ObserveMe will promote a sense of collaboration amongst staff.		Beverly Sholar	12/16/2024
	Notes:					
			Create a Transitional Team with all three feeder schools		Scott Ballard	12/16/2024

		C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of July 2024, very few teachers are left that actually went through CIF Strategy training with the NCNS program. With very limited knowledge on the subject still left in our classrooms, we feel that it is time to reintroduce this, along with other topics such as Bloom's Taxonomy, Data Analysis, and even Federal Program plans (IEPs, 504s, and EL plans). We also want to be able to utilize some of our Title I funds to send some teachers to conferences. This hasn't happened in many years as there has been no money and no plan to work teachers out to different conferences.	Limited Development		
How it will look when fully met:			When fully implemented, professional development opportunities will be expected regularly throughout the year, every year. A plan will be put into place to "share the wealth" of sending different teachers from different departments off campus for conferences. When the objective of providing high-quality, ongoing, job-embedded, and differentiated professional development for all staff is fully met, the school environment will exhibit several key characteristics: • Engaged Staff: Teachers and staff members will be actively engaged in professional development sessions, collaborating and sharing ideas. You'll see discussions, workshops, and peer coaching happening in classrooms and common areas. • Diverse Learning Opportunities: Professional development offerings will reflect a range of formats—workshops, online courses, coaching sessions, and collaborative learning communities—catering to various learning styles and needs. • Integration of Learning: Staff will apply new strategies and insights from professional development directly in their classrooms. Observations will show innovative practices and improved student engagement. • Feedback and Reflection: Staff will regularly provide feedback on professional development sessions, indicating a culture of continuous		Scott Ballard	05/28/2025

improvement. Reflection journals or discussions will be commonplace, showing growth and adaptation.

- Visible Support Structures: There will be dedicated time in the school schedule for professional development, including planning periods and staff meetings focused on ongoing learning.

Evidence for Full Implementation

- Observation Data: Classroom observations will demonstrate the integration of professional development practices. Evaluators will note improvements in instructional techniques and student outcomes linked to specific training.

- Professional Development Plans: Individual growth plans will reflect personalized learning goals based on staff needs assessments. Evidence of differentiation will be apparent in the variety of professional development opportunities provided.
- Participation Rates: High participation rates in professional development activities across all staff, with data showing equitable access for all roles (teachers, support staff, administration).
- Student Outcomes: Improvements in student performance data (e.g., test scores, attendance, engagement metrics) will correlate with the implementation of new teaching strategies learned through professional development.

By consistently gathering and analyzing this information, school leaders will be able to determine the extent to which the objective has been fully realized and make informed decisions about future professional development initiatives.

Actions		0 of 5 (0%)		
	Enhance teachers professional growth through external learning opportunities.		Scott Ballard	12/16/2024
Notes:				
	Provide multiple sessions of Professional Development on Common Instructional Framework (CIF Strategies)		Scott Ballard	12/16/2024
Notes:				
	Provide Professional Development on the use of Bloom's Taxonomy within classroom instruction.		Scott Ballard	12/16/2024

	Notes:					
		Provide Professional Development on the use of Formative Assessments within daily classroom usage.			Scott Ballard	12/16/2024
	Notes:					
		Provide Professional Development on implementation of IEPs, 504's, and ESL in the classroom.			Beverly Sholar	12/16/2024
	Notes:					

Core Function:	Domain 3: Instructional Transformation				
Effective Practice:	**Practice 3A: Diagnose and respond to student learning needs**				
		A1.04	**ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		As of July 2024, most teachers have not had extensive, formal training in Formative Assessments. County wide PD was provided several years ago, but teacher turnover has created a gap of knowledge in that area. All teachers currently utilize different forms of formative assessments, but have limited understanding of the concept and utilize the very surface of opportunities available to them.	Limited Development		
How it will look when fully met:		When the objective "ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results" is fully met, the educational environment will showcase several key characteristics: • Diverse Assessment Practices: Classrooms will display a range of assessment tools, such as formative quizzes, project-based assessments, peer reviews, and self-assessments. Teachers will rotate these methods regularly to capture different facets of student understanding. • Data-Driven Instruction: Teachers will regularly analyze student performance data, using it to inform their lesson planning. You might observe collaborative planning sessions where educators discuss student outcomes and strategize instructional adjustments. • Adapted Curriculum: Evidence of curriculum adjustments will be visible in lesson plans and classroom activities. For instance, teachers may modify		Scott Ballard	05/28/2025

instructional pacing or introduce new resources in response to assessment results, catering to the diverse needs of their students.
- Student Engagement: Classrooms will exhibit high levels of student engagement and motivation. Students will be participating in discussions about their own learning progress, setting goals, and reflecting on their growth.
- Professional Development: Continuous professional development opportunities will be evident, with teachers sharing best practices in assessment and instructional strategies during staff meetings or workshops.

Evidence for Full Implementation

- Assessment Data: Analysis of student performance data from formative and summative assessments over a defined period will reveal patterns and trends. This includes pre- and post-assessment comparisons to measure growth.
- Observation Reports: Classroom observations by instructional leaders or peers will document the use of varied assessment methods and the evidence of curriculum adjustments based on student feedback.
- Professional Development Records: Documentation of attendance at professional development sessions related to assessment practices will indicate ongoing commitment to effective assessment strategies.

Full implementation of this objective creates a dynamic, responsive learning environment where assessment is not just a tool for measurement but an integral part of the teaching and learning process. Continuous data collection, collaboration, and reflection will reinforce this culture of assessment and improvement.

Actions		0 of 4 (0%)		
	Utilize Bloom's Taxonomy within classroom Formative Assessments.		Scott Ballard	12/16/2024
Notes:				
	Utilize Questioning strategies through CIF strategies that enhance student understanding.		Scott Ballard	12/16/2024
Notes:				
9/19/24	Review and utilize NC Checkin Data for EOC Courses.		Scott Ballard	12/16/2024

		Notes:				
	9/19/24	Review and utilize EVAAS for EOC Courses.			Scott Ballard	12/16/2024
		Notes:				

		A3.07	**Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations.(5116)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			As of July 2024, there has been a drop in certain courses that had been offered at our school at one time or another. There are many diverse needs across our campus that should be addressed. We have just added AP Calculus back to our list of courses being offered, but we still want to add AP Physics and AP World History as well. We are also in need of more CTE courses. We have used an ADM position this year for a Marketing position, but we are in need of a Woodworking/Carpentry teacher as well.	Limited Development		
How it will look when fully met:			When the objective "Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations" is fully met, the educational environment will exhibit several distinct characteristics: • Federal Program Plans: Students with an IEP, 504, or EL Plan will have a personalized learning plan that reflects their unique strengths, needs, interests, and goals. • Data-Driven Instruction: Instructional teams will regularly analyze detailed data on student performance, including assessments, learning preferences, and engagement metrics. Teachers will adjust their instructional strategies based on this analysis. • Collaborative Planning: Instructional teams will meet regularly to discuss student data and collaboratively design interventions or enrichment opportunities tailored to each student's learning path. • Variety of Learning Activities: Classrooms will feature a range of differentiated learning activities that cater to various learning styles and interests. Students will have choices in how they demonstrate their understanding, such as through projects, presentations, or digital creations.		**Beverly Sholar**	**05/28/2025**

- Ongoing Assessment: Continuous formative assessments will be in place, allowing teachers to monitor progress and adjust learning paths as needed. Evidence of this could include student work samples and data dashboards displayed in the classroom.

Evidence for Full Implementation

To determine that the objective has reached full implementation, the following data, resources, and evidence will be utilized:

- Assessment Data: Analysis of fine-grained data from various assessments (formative, summative, and diagnostic) will show how instructional decisions are informed by individual student performance and progress over time.
- Observation Records: Classroom observations by instructional leaders or peer reviews will capture evidence of differentiated instruction and the use of data in real-time instructional adjustments.
- Collaboration Documentation: Meeting notes and action plans from instructional team meetings will illustrate how data is discussed and used to tailor instruction for students.
- Professional Development Engagement: Records of teacher participation in professional development related to data analysis, differentiation, and personalized learning will indicate ongoing commitment to this approach.

Full implementation of this objective creates a student-centered learning environment where education is tailored to the individual. Continuous collection and analysis of data, along with collaborative efforts among instructional teams, will ensure that each student is supported on their unique learning journey, fostering both academic growth and personal development.

Actions		0 of 5 (0%)		
	Utilize Formative Assessments in the classroom to gauge student progress and understanding.		Beverly Sholar	12/16/2024
Notes:				
	Conduct workshops for teachers on data analysis, interpretation, and the use of data to inform instruction.		Beverly Sholar	12/16/2024
Notes:				

	Emphasize building relationships in order to determine personal interests and aspirations.			Beverly Sholar	12/16/2024
Notes:					
	Teachers work collaboratively with case managers and Student Services to meet needs of students with EL, 504, or IEP Plans.			Beverly Sholar	01/27/2025
Notes:					
	Increase course offerings to provide a wider range of courses to meet our diverse student interests.			Beverly Sholar	05/28/2025
Notes:					

Core Function:	Domain 3: Instructional Transformation				
Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction				
	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
Initial Assessment:		As of July 2024, curriculum and instruction has been addressed only at the surface level with most current teachers. Teacher Turnover has created a void or a gap of knowledge concerning all of the types of instructional strategies that are available to our teachers. There have been little to no opportunities for teachers to receive professional development and what PD we had was mostly from over ten years ago with the NCNS program.	Limited Development		
How it will look when fully met:		When the objective "ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based" is fully met, the educational environment will demonstrate several key characteristics: • Diverse Instructional Strategies: Classrooms will exhibit a blend of instructional methods. Teachers will seamlessly transition between whole-class instruction, small-group work, independent tasks, and computer-based learning activities, tailoring their approach to meet the needs of students. • Engaged Learning Environment: Students will be actively engaged in their learning, participating in discussions during whole-class sessions, collaborating in small groups, focusing on independent projects, and utilizing technology effectively for research or practice.		Scott Ballard	05/28/2025

- Clear Learning Objectives: Each mode of instruction will have clearly defined learning objectives displayed prominently in the classroom, ensuring students understand the goals of each activity.
- Flexible Classroom Layout: The classroom will be arranged to facilitate different modes of instruction. For example, there will be areas for group work, spaces for independent study, and technology stations for computer-based tasks.
- Variety of Resources: Teachers will use a wide range of materials and resources, including textbooks, digital tools, manipulatives, and real-world applications to support instruction in different formats.

Evidence for Full Implementation

To determine that the objective has reached full implementation, the following data, resources, and evidence will be utilized:

- Lesson Plans: Review of lesson plans will show the integration of various instructional modes, demonstrating thoughtful planning for each format to meet diverse learning needs.
- Classroom Observations: Observation reports from instructional leaders or peers will capture the effective use of varied instructional strategies, noting student engagement and learning outcomes during each mode.
- Assessment Data: Analysis of student performance data across different activities will indicate how well students are meeting learning objectives and how effectively different instructional modes support their learning.
- Professional Development Records: Documentation of teacher participation in training focused on differentiated instruction and effective use of technology will reflect ongoing professional growth in implementing varied instructional strategies.
- Resource Utilization: Inventory of materials and resources used in the classroom will show a range of tools and technologies employed for different modes of instruction.

Full implementation of this objective creates a dynamic, responsive learning environment where instruction is tailored to meet the diverse needs

	of all students. By employing various instructional modes and continually assessing their effectiveness, teachers can foster a more engaging and effective learning experience that promotes student success.				
Actions			**0 of 4 (0%)**		
	Increase the use of CIF Strategies within classroom instruction.			Scott Ballard	12/16/2024
Notes:					
	Investigate the possibilities of using online text book resources to support and enhance current text books already used in our classrooms.			Scott Ballard	12/16/2024
Notes:					
	Enhance student readiness for college and career through supporting ACT/WorkKeys instruction in ALL classrooms.			Scott Ballard	12/16/2024
Notes:					
	Strategically purchase/utilize textbooks in classrooms that will best meet school goals.			Scott Ballard	01/27/2025
Notes:					

Core Function:	Domain 3: Instructional Transformation				
Effective Practice:	**Practice 3C: Remove barriers and provide opportunities**				
	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**
Initial Assessment:		As of July 2024, we have made much progress in the name of safety and inclusion. There are still areas that we feel need to be addressed. Specifically, our new perimeter doors need to be tinted in order to keep outside viewers from being able to see inside to the cafeteria. We want to provide our students more opportunities for community service projects and building bonds/relationships through adopting areas around the campus to maintain. We also want to continue to revise Return 2 Learn in order to engage our students on many different levels including academically, socially, emotionally, and behaviorally.

As of July 2023, our school has added an extra layer of security for our campus by building a wall connecting all of the buildings. This wall provides a perimeter for our campus which allows for safer movement from building to building by our students and staff. Safety has definitely become a focus of our school and it is evident to anyone that steps onto our campus. | Limited Development | | |

How it will look when fully met:	Once this objective is fully met, you will see the school leadership team begin preplanning for the next year's events in the previous year. You will see clear hallways & stairways. School safety will be evident through a facilities that provides a safe environment through well lit areas at night, well maintained foot paths (such as stairs, steps, ramps), designated & limited entrance points across the campus, and clear signage directing visitors. We will have a well-prepared staff for any type of crisis, regular crisis drills, office assistance, and plenty of teachers on duty through times of high student/parent traffic. Relationships will be well established between adults and students to allow for identification of student needs whether those needs are physical or emotional. In addition to these practices, there will also be evidence of a safer, cleaner school through a decrease in student absenteeism due to COVID-19. Teachers will have established processes to ensure that their classrooms have been well cleaned between uses. There will be an abundance of PPE resources available for all faculty to use.			**Scott Ballard**	**05/30/2025**

Actions			0 of 4 (0%)		
	Create areas around the school campus that are maintained through club/team community service projects			Heather Houston	11/06/2024
Notes:					
	Emphasize building relationships in order to determine personal interests and aspirations.			Scott Ballard	12/16/2024
Notes:					
	Utilize Return 2 Learn time for remediation, student engagement, and club opportunities.			Scott Ballard	12/16/2024
Notes:					
	New exterior doors will be tinted for safety purposes.			Scott Ballard	12/16/2024
Notes:					

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:	As of July 2024, we have created many different ways for parents to gain a solid idea of how their students are performing in and out of class. Report cards are still being used, but not as necessary as they once were. Instead, parents have daily access to their students' grades and attendance. ConnectED messages go out at least once per week in both English and Spanish through a phone call, text message, and email. All ConnectED messages are all archived and can be found on our school website. We also archive and store our Morning Announcements on our school website for anyone to be able to view at any time. Parents are still a little more apt to support our athletic organization more so than other groups at our school. But overall, our parents and our community heavily support our school. As of July 2023, we still see that teachers are still resistant to reaching out to parents. This year, we are going to provide PD through RTI on communicating with the home. Communication will be a major focus for us this coming year.	Limited Development		
How it will look when fully met:	Fully implemented, there will be an inordinate amount of evidence pointing towards communication with the parent and student concerning policies of the school. For this year, most evidence will point towards communication concerning attendance as well as new expectations regarding cell phones and earbuds. Parents will be encouraged to ensure that their students attend school everyday possible and to provide documentation upon their return if necessary.		**Scott Ballard**	**07/01/2025**
Actions		0 of 2 (0%)		
	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, Teen Court).		Scott Ballard	05/01/2025
Notes:				
	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).		Scott Ballard	05/01/2025
Notes:				