

2024-25 School Improvement Plan

Mission: At Kenansville Elementary, our mission is to provide all children with a safe and supportive learning environment in which students reach their full potential.

Vision: We are responsible, respectful, and creative scholars who are fearless risk-takers. We turn challenges into opportunities and empower ourselves to become learners and leaders for life.

Goals:

- By the end of the 2024-2025 school year, KES will improve our school achievement score by 10% to 45.2.
- By the end of the 2024-2025 school year, Kenansville Elementary's discipline office referrals will be reduced by 10%, as compared to the 2023-2024 school year.
- By the end of the 2025-26 school year, KES will exceed school accountability growth.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency				
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		<p>As of September 2024, KES will continue to intentionally meet as a School Improvement Team and as an MTSS team twice a month. Currently, KES is restructuring our core leadership team to include members from the EC department, the ELL department, as well as to include our new assistant principal. We are implementing a streamlined process of documenting areas of concerns for students to ensure the efficacy of our MTSS meetings. ELA teachers in grades K-8 will continue to meet monthly with the STEAMA Curriculum Facilitator to discuss effective implementation of new literacy curriculum and to review our literacy instruction to make certain we are continuing to utilize the most successful literacy instructional strategies.</p> <p>As of August 2023, KES will meet with the School Improvement Team and the MTSS teams twice a month.</p>	Limited Development			

How it will look when fully met:		Principal, Curriculum Specialist, and Teachers continuously collaborate in weekly grade level meetings, bi-monthly Administration with meetings, and monthly MTSS meetings to determine the best strategies for improving student achievement and growth.		Gina Hardy	05/01/2025
Actions			2 of 6 (33%)		
		The School Improvement Team will determine the most effective direction for utilizing CARES Act and Title I funding to improve teaching and learning, by voting on innovative instructional programs, updated technology, and grant opportunities for teachers' curriculum and instructional needs.	Complete 04/25/2024	Gina Hardy	05/01/2024
<i>Notes:</i>					
		K-5 teachers will meet with SCF once a month to review information from LETRS course and to discuss effective implementation of literacy instruction.	Complete 04/25/2024	Nicole Williamson	05/01/2024
<i>Notes:</i>					
		During the 2024-25 school year, the leadership team will meet at least twice a month to review, discuss, and collaboratively solve issues aimed at enhancing the overall success of Kenansville Elementary School.		Michael James	05/01/2025
<i>Notes:</i>					
		The core MTSS leadership team will be restructured to include EC lead teachers and the ESL lead teacher.		Margaret Coman	05/01/2025
<i>Notes:</i>					
		The School Improvement Team will meet monthly to review effective practices within the school.		Gina Hardy	05/01/2025
<i>Notes:</i>					
		MTSS Leadership team and grade level MTSS committees will meet monthly to investigate academic, social/emotional, and attendance data and to determine ways to help students become more successful.		Nicole Williamson	05/01/2025
<i>Notes:</i>					
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
Initial Assessment:		As of September 2024, KES has established and will continually utilize common planning periods amongst grade levels and instructional teams. According to district guidelines, all staff are required to stay until 4:00 on Wednesday afternoons. This provides an extra opportunity for	Limited Development		

	planning and meeting. The KES administrative team has shared a clear and consistent daily duties schedule.			
How it will look when fully met:	<p>Upon full implementation, KES will have well-organized teams amongst grade-levels and instructional teams with clearly communicated expectations and duties. Each team has a common planning period and meets regularly, including the district-wide expectation of meeting Wednesday afternoons until 4:00.</p> <p>Each grade level has a common planning period and meets weekly to discuss data, student progress and challenges, instructional strategies, etc. K-5 resource teachers do not have common planning times and have different planning times each day.</p>		Amanda Baker	05/01/2025
Actions		0 of 3 (0%)		
	Schedule common planning times for core teachers by grade level.		Marketa Hargrove	05/01/2025
<i>Notes:</i>				
	KES will create and carry out a duty schedule that equally shares responsibility for a safe, fair, and equitable school environment.		Michael James	05/01/2025
<i>Notes:</i>				
	The administration will develop and implement a master schedule that distributes responsibilities evenly to ensure a safe, fair, and equitable school environment.		Marketa Hargrove	05/01/2025
<i>Notes:</i>				

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 September 2024, the KES administration team continues to hold classroom teachers to high standards in regards to classroom instruction. Administrators have organized processes for completing, storing, and sharing classroom lesson plans to increase teacher accountability and to facilitate a feedback loop between classroom teachers and school leadership. Each grade level and curriculum team have a common grade-level planning period, during which they are encouraged to collaborate with their peers and other school support staff to	Limited Development		

	<p>increase instructional effectiveness. Administrators continue to make frequent, brief classroom visits to remain visible in the instructional setting.</p> <p>As of August 2023, administration monitors instruction by reviewing lesson plans, completing formal/informal observations, monitoring student device usage/online learning management systems, monitors and provides feedback to teachers.</p>			
How it will look when fully met:	<p>Upon full implementation, KES administrators will complete thorough observations and frequent walk-throughs focused on areas of success and areas of growth. During post-observation conferences, administrators will provide accurate, effective, and constructive feedback in a timely manner. After these conferences, teachers will have a clear understanding of strengths and areas of growth to improve instruction. Administrative members are frequently and consistently present across the school building.</p> <p>When this objective is fully met, teachers will have participated in PLCs within their grade level weekly, PLCs with Administration/support staff, and participate in IABS meetings. The context of these meetings will provide teachers with increased knowledge of teaching and learning which will support effective teaching in the classroom as evidenced on End of Grade testing of at least 55.4% of students will be proficient on reading, math, and science EOGs.</p>		Marketa Hargrove	05/01/2025
Actions		2 of 5 (40%)		
	After a formal/informal observation, administration will host post-observation conferences, during which administrators will provide accurate, effective, and constructive feedback in a timely manner.	Complete 04/29/2024	Marketa Hargrove	05/01/2024
<i>Notes:</i>				
	KES administrators will complete thorough observations and frequent walk-throughs focused on areas of success and areas of growth	Complete 04/30/2024	Emily Lanier Sandlin	05/01/2024
<i>Notes:</i>				
	KES leadership will complete 45-minute super observations of all certified staff, with timely organized pre-observation conferences, feedback, and post-observation conferences.		Michael James	05/01/2025
<i>Notes:</i>				
	KES administration will complete appropriate evaluative observations of all certified staff and		Marketa Hargrove	05/01/2025

		provide timely and productive feedback in an effort to improve classroom instruction.			
<i>Notes:</i>					
		Grade level teachers will meet with the MTSS teams monthly to discuss academics, attendance, and behavioral needs of at-risk students and plan interventions to address individual student needs.		Kathryn Miller	05/01/2025
<i>Notes:</i>					
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 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of September 2024, KES continues to strive to create a warm, welcoming, and productive school environment by supporting our staff. The school leadership team continuously evaluates the dynamic of school staff and works to address areas of concern. Teachers are consistently evaluated using the NCEES system and are provided constructive feedback in a timely manner. Beginning teachers are supported by the DCS Beginning Teacher Support Staff, as well as the STEAMA Curriculum Facilitator. Support for this staff includes frequent check-ins, lesson planning assistance, and increased training on assessment administration and data review.	Limited Development		

	As of August 2023, KES administration continues to work to recruit, evaluate, reward, and replace staff. Processes are in place to make decisions concerning how funds are allocated. Administration completes frequent classroom observations according to district guidelines. KES has an active BT program to support the needs of our beginning teachers. KES administrators participated in the local Duplin County Schools job fair.			
How it will look when fully met:	Upon completion, KES has a clearly defined system of evaluating staff based on explicit guidelines and expectations. KES actively seeks out qualified and enthusiastic teacher candidates to fill missing positions. KES has consistent and effective protocols in place for encouraging and rewarding staff members, such as annual recognitions for Teacher of the Year, Employee of the Year, and Bus Driver of the Year. The school has strong ties with community partners to support in these efforts. KES will be strategic with financial planning to fund the hiring of additional teachers and other instructional personnel to support the needs of the school.		Marketa Hargrove	05/01/2025
Actions		4 of 6 (67%)		
	Develop ways and work with PTO to show appreciation for the staff during teacher appreciation week and at various other times throughout the school year.	Complete 04/29/2024	Emily Lanier Sandlin	05/01/2024
<i>Notes:</i>				
	Utilize the DCS STEAMA Beginning Teacher coordinators, mentors, and clinical teachers to guide and evaluate novice teachers and interns.	Complete 04/29/2024	Kelsey Jones Brinkley	05/01/2024
<i>Notes:</i>				
	The School Improvement Team will determine the most effective direction for utilizing CARES Act and Title I funding to improve teaching and learning, as based on the new teacher and assistant positions added to the ADM for KES.	Complete 04/29/2024	Gina Hardy	05/01/2024
<i>Notes:</i>				
	Create more teacher leaders by strategically allowing teachers, who are not usually leaders, to be in leadership roles. These leadership opportunities could include SIT and student clubs/athletics.	Complete 04/29/2024	Marketa Hargrove	05/30/2024
<i>Notes:</i>				
	Teacher leaders at KES will facilitate at least two professional learning sessions and collaboratively design, implement, and share innovative practices with the entire staff.		Nicole Williamson	05/01/2025

Notes:

KES administrators will implement at least three targeted strategies to recruit, retain, and support the professional growth of staff.

Michael James

05/01/2025

Notes:

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:		<p>As of September 2024, KES continues to monitor a variety of school-wide aggregated data, including Edmentum Exact Path assessments, previous year EOG scores, mClass benchmark assessments, NC Check-ins, and classroom assessment data. School leadership and teachers continue to effectively drive student interventions and remediation decisions using the data provided from these assessments and frequently communicate the effect of these efforts during monthly MTSS meetings.</p> <p>As of August 2023, KES has an established Problem Solving Team(PST) as well as an established School Improvement Team(SIT). The PST meets twice monthly to review student data and discuss intervention implementation.</p>	Limited Development		
How it will look when fully met:		<p>KES will continuously monitor school, student, and aggregated classroom observation data. The School Improvement Team will analyze that data and make informed decisions regarding how to share the information with faculty and staff and discuss opportunities for professional development. During a faculty and staff meeting, we will share data and receive feedback that will assess where there are strengths to be celebrated and weaknesses to address. Teachers will participate in well thought out and purpose-driven professional development.</p> <p>The School Improvement Team will continuously monitor school, student, and aggregated classroom observation data. Based on the data, the School Improvement Team will analyze the data and make informed decisions regarding school improvement and professional development needs as evidenced in School</p>		Marketa Hargrove	05/01/2025

		Improvement Team minutes. Students will demonstrate academic growth.			
Actions			3 of 6 (50%)		
		Administrative Leadership Team will examine performance data and present that information to the SIT.	Complete 03/04/2024	Marketa Hargrove	05/01/2024
<i>Notes:</i>					
		Upon presentation of assessment data to SIT, the SIT will analyze data and discuss areas of need and possible professional development opportunities. The SIT will plan for faculty meeting where information will be presented.	Complete 03/04/2024	Gina Hardy	05/01/2024
<i>Notes:</i>					
		SIT will present data to faculty and provide an opportunity to accept feedback concerning areas of growth and next steps for professional development.	Complete 03/06/2024	Gina Hardy	05/01/2024
<i>Notes:</i>					
		Regularly review school performance data (NC Check-in, mClass, common assessments) and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.		Nicole Williamson	05/01/2025
<i>Notes:</i>					
9/20/24		After reviewing school performance data a targeted plan with specific strategies will be implemented		Jansen Sholar	05/01/2025
<i>Notes:</i>					
		KES instructional and support staff will participate in online professional development on the Ellevate platform to support the learning needs of our ESL population.		Margaret Coman	05/01/2025
<i>Notes:</i>					

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of September 2024, KES strives to implement an effective support system for all students, both socially, emotionally, academically and behaviorally. Monthly MTSS meetings are held to review student data and discuss students responses to intervention. We will also continue	Limited Development		

	<p>to facilitate open communication across all curricular departments, including curriculum, EC, ELL, and other support staff to ensure student success. Students are systematically reviewed and identified to receive Academically and Intellectually Gifted program services and are provided academic opportunities to support their individualized needs.</p> <p>As of August 2023, KES continues to implement a tiered instructional system. We are utilizing Heggerty/Bridge the Gap to address phonological awareness deficits, UFLI to address phonics deficits, and DeltaMath to address deficits in math skills. We are planning to implement targeted intervention groups to address skill deficits across grade levels.</p>			
<p>How it will look when fully met:</p>	<p>Upon full implementation, differentiated Tier 1 instruction specific to student needs will be integrated into daily instruction to provide an equitable education in the most inclusive environment possible. All students who meet the requirements for advanced learning opportunities, such as AIG and advanced math placement, will be provided challenging educational opportunities that fit their individual needs. During the Enrichment block in Grades 6-8, students who received advanced educational opportunities will use that time to complete extension activities using school-wide resources, i.e. MakerSpace, student clubs, Padcasting equipment. KES will implement grade-level and school-wide targeted intervention groups. These groups will be established using baseline data sources, such as mClass scores, PAST scores, CORE spelling scores, and math screeners. KES will be provided the supports and resources necessary to meet the needs of all students, K-8th grade, in all subject areas. Student progress will be monitored to determine the effectiveness of instructional strategies using district-wide progress monitoring measures. In turn, adjustments will be made as needed to fully address the learning needs of each student.</p>		<p>Kathryn Miller</p>	<p>05/01/2025</p>
<p>Actions</p>		<p>4 of 9 (44%)</p>		
	<p>To ensure that intervention efforts are equitable among all departments and every grade level, instructional assistants, support staff, and interventionist are assisting with the implementation of intervention groups in all grade levels.</p>	<p>Complete 04/25/2024</p>	<p>Emily Lanier Sandlin</p>	<p>05/01/2024</p>
<p>Notes:</p>				

	MTSS interventionist will provide instruction, assessment, and intervention designed to meet the academic, behavioral, and social-emotional needs of identified Tier 3 students.	Complete 04/29/2024	Nicole Williamson	05/01/2024
<i>Notes:</i>				
	KES will employ a Middle Grades Math tutor to serve 5-8 students with Tier 2 math interventions.	Complete 04/30/2024	Marketa Hargrove	05/01/2024
<i>Notes:</i>				
	Grade level teachers will meet with the MTSS teams monthly to discuss academics, attendance, and behavioral needs of at-risk students and plan interventions to address individual student needs.	Complete 04/25/2024	Kathryn Miller	05/01/2024
<i>Notes:</i>				
	Instructional strategies are put in place to support academically gifted students.		Alexandria Normile	05/01/2025
<i>Notes:</i>				
	After reviewing school performance data a targeted plan with specific strategies will be implemented		Jansen Sholar	05/01/2025
<i>Notes:</i>				
	Select groups of ESL students will receive explicit literacy instruction using Tier 2 intervention program, UFLI, to increase literacy skills.		Margaret Coman	05/01/2025
<i>Notes:</i>				
	Incorporation of 2 intervention/enrichment periods in grades 6-8 daily schedule.		Randy Fitzgerald	05/01/2025
<i>Notes:</i>				
	Implement research based interventions used in the classroom to target individual student needs as defined by tiered instruction.		Nicole Williamson	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
<i>Initial Assessment:</i>		As of September 2024, KES is continually monitoring the SEL needs of our students. Results from the Panorama survey, given in the fall and in the spring, will continue to drive strategies implemented for the SEL needs of our students. Teachers have developed classroom rules that correlate with school/district rules. They will continually monitor and adjust as needed. When classroom expectations are not met, students are given consequences from the teacher or administration. ISS and our support staff are	Limited Development		

	<p>available for students who need to be redirected due to behaviors/choices. KES will strive to implement restorative justice practices. When classroom behavior expectations are met, KES will continue to have PBIS celebrations.</p> <p>As of September 2023, KES has implemented Tiger Traits, a resource class designed to teach SEL strategies to students in grades K-5. Teachers develop classroom rules that correlate with school/district rules. When classroom expectations are not met, students are given consequences from the teacher or administration. ISS and our support staff are available for students who need to be redirected due to behaviors/choices.</p>			
How it will look when fully met:	<p>When fully met, KES will have a safe and effective learning environment with decreased behavioral referrals and increased student productivity in the classroom. Educators Handbook data will demonstrate a decline in behavioral referrals from previous years. School-wide assessment data will demonstrate an increase in student academic performance. When this is fully implemented, every classroom will have the same expectations across the school and every student will be able to describe and adhere to those expectations.</p>		Michael James	05/01/2025
Actions		5 of 11 (45%)		
	KES will implement a Middle Grades Student Council to promote student leadership and improve student behavior.	Complete 09/22/2023	Kathryn Miller	10/01/2023
<i>Notes:</i>				
	For students who have displayed good character and are free from major disciplinary referrals, we will implement club meetings that will occur once a month.	Complete 11/01/2023	Randy Fitzgerald	03/01/2024
<i>Notes:</i>				
	Mentors will provide support to beginning teachers to establish effective classroom management strategies.	Complete 05/01/2024	Kelsey Jones Brinkley	05/01/2024
<i>Notes:</i>				
	Teachers & staff will clearly and consistently communicate and enforce school-wide expectations, daily, using oral and visual means.	Complete 04/24/2024	Gina Hardy	05/01/2024
<i>Notes:</i>				
	Teachers will continue to implement positive reinforcements that are equitable for all students with consideration of their social/emotional needs.	Complete 04/25/2024	Jaiden Smith	05/01/2024

<i>Notes:</i>						
		KES is in partnership with Tarheel Human Services, P.C. to provide services to meet the Social and Emotional Needs of all students.		Kathryn Miller	05/01/2025	
<i>Notes:</i>						
		Teachers will log minor and major discipline referrals in Educators Handbook.		Michael James	05/01/2025	
<i>Notes:</i>						
		KES Middle Grades Student Council will plan and organize behavioral incentives for middle grades students.		Kathryn Miller	05/01/2025	
<i>Notes:</i>						
		Teachers will create and implement lesson plans focused on classroom rules and expectations.		Margaret Coman	05/01/2025	
<i>Notes:</i>						
		KES will establish a PBIS committee to organize PBIS strategies school-wide and use a behavioral matrix to explicitly teach students behavioral expectations.		Carlette Bledsoe	05/24/2025	
<i>Notes:</i>						
		KES will implement PBIS strategies school-wide.		Michael James	05/01/2026	
<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 August 2024, KES continues to provide instructional teams across the school with the supports they need to effectively align their classroom instruction to DCS guidelines and data-driven best practices. All ELA teachers in grades K-8 have actively participated in professional development sessions to begin implementation of the new literacy curricula provided by Duplin County Schools (Open Court Reading in grades K-5, Study Sync in grades 6-8). Teachers have also been provided the physical student resources to support their classroom implementation of these curricula. K-8 science teachers have been provided professional development opportunities to support their instruction in the update NCSCOS Science standards. The STEAMA Curriculum Facilitator provides frequent check-ins with teachers to provide support in these academic areas and communicates needs and feedback to the district's curriculum team.</p> <p>As of August 2023, K-5 teachers have been provided the Open Court Foundational Skills instructional resources to support Phonics and Vocabulary instruction. K-3 teachers have been</p>						

	provided Heggerty curriculum to support Phonological Awareness instruction. K-5 teachers use the HMH IntoMath and IntoReading as support for core instruction. 6-8 literacy teachers are provided Into Literature to support core literacy instruction. 6-8 mathematics teachers are provided the Envision mathematics curriculum to support core math instruction.			
How it will look when fully met:	<p>When fully implemented, teachers will:</p> <ul style="list-style-type: none"> • be well versed in grade level content standards • collaboratively plan and pace their units of instruction • understand how the progression of skills are aligned from grade level to grade level in order to bridge curricular gaps. <p>Instructional teams consisting of teachers from subject areas and grade-levels will meet on a monthly basis to develop standards-aligned units of instruction.</p>		Nicole Williamson	05/01/2025
Actions		1 of 5 (20%)		
	Implementation and usage of Study Island in grades 3-8.	Complete 04/25/2024	Jansen Sholar	05/01/2024
	<i>Notes:</i>			
	Teachers will participate in departmental data review meetings after each NC Check-In to assess student mastery of standards based learning targets and discuss explicit actions to meet these academic needs.		Shaunda Dugba	05/01/2025
	<i>Notes:</i>			
	Duplin County Schools Instructional Resources will be used in planning for instruction.		Samuel Davis	05/01/2025
	<i>Notes:</i>			
	Each grade will collaborate monthly to look at standards alignment for instruction. They will also review formative and summative assessment data and discuss how they can improve instruction.		Samuel Davis	05/01/2025
	<i>Notes:</i>			
	KES teachers will meet in vertical instructional teams.		Nicole Williamson	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
Initial Assessment:		<p>As of September 2024, KES teachers and staff strive to support students in transitions in their academic experience. At the end of the 2023-24 school year, our KES eighth graders participated in a tour of James Kenan High School to prepare them for their upcoming move to ninth grade. We are hosting an RTA Parent Meeting for our third grade parents to introduce them to the rigor and procedures involved in the implementation of the Read to Achieve legislation. We are planning to implement vertical alignment meetings this year to determine and address academic gaps in the curriculum.</p> <p>As of August 2023, KES teachers continue to utilize the updated DCS pacing guides and instructional resources. Teachers are expected to meet in vertical and grade level PLCs to close the gaps in student learning.</p>	Limited Development		
How it will look when fully met:		<p>Upon full implementation, parents will have the information needed to help their students to succeed in the next grade level. KES will have the supports in place to share the goals and expectations with our school community.</p> <p>Teachers engage in cross-grade planning and collaboration to align standards with instruction across grades. Teachers develop a plan that implements, evaluates and describes the school's approach to fostering students from grade-to-grade and level-to-level. Students successfully complete their grade level and are prepared to transition to the next grade as well as a career path towards college.</p>		Nicole Williamson	05/01/2025
Actions			1 of 6 (17%)		
		Students will continue to participate in virtual college or in-person tours and teachers will help students set future learning goals through the STEAMA initiative.	Complete 04/25/2024	Kathryn Miller	05/01/2024
Notes:					
		KES teachers will participate in vertical alignment curriculum meetings to discuss curricular expectations and gaps between grade levels.		Nicole Williamson	05/01/2025
Notes:					

	KES will partner with Duplin Early College High School to support students in the transition from 8th grade to 9th grade. KES will host DECHS on campus to provide students the opportunity to access information about the Early College programs.		Kathryn Miller	05/01/2025
<i>Notes:</i>				
	K-3 teachers will host parent conferences 3 times per year (BOY,MOY,and EOY) to discuss student progress and review behavior expectations, academic expectations and parental involvement.		Gina Hardy	05/01/2025
<i>Notes:</i>				
	Upcoming kindergarten students and parents will be invited to visit kindergarten classrooms during the spring to observe core instruction and daily practices.		Amanda Baker	05/01/2025
<i>Notes:</i>				
	8th grade students will visit and tour the James Kenan High school. KES will actively promote and encourage attendance for rising high schoolers to attend the 8th Grade Parent Night at JKHS.		Kathryn Miller	05/24/2025
<i>Notes:</i>				
	D2.05 The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>As of a September 2024, KES attended one crisis training, have participated in monthly drills to ensure the safety of all. Staff, students and families continue to use the administration and support team to communicate, respond and support student emotional development.</p> <p>As of August 2023, KES maintained an active position concerning school safety and security, including but not limited to our School Risk Management Plan.</p>	Limited Development		
<i>How it will look when fully met:</i>	<p>Upon completion, KES will have a school culture and climate that embodies safety, security, and productivity. There are protocols and procedures in place to keep students and staff safe during the school day. KES fosters a positive social, emotional, and behavioral atmosphere. All stakeholders are united in their efforts to establish a conducive learning environment.</p> <p>Once these safety procedures are in place, KES will have the capacity to prevent unauthorized entry onto the premises. Additional safety measures will provide staff with more efficient accessibility methods for entering specific areas of the building, while maintaining the security</p>		Marketa Hargrove	05/01/2025

	required to ensure that the overall school environment is more secure and conducive to learning.			
Actions		5 of 9 (56%)		
	The MTSS Team and Student Support Team will meet to discuss concerns of students' social, emotional, and behavioral needs and provide supports.	Complete 04/29/2024	Jaiden Smith	05/01/2024
<i>Notes:</i>				
	KES Staff will have access to the equipment and technology needed to ensure that monitoring and communications are effective and procedures are efficient for providing a safe and secure school environment.	Complete 04/29/2024	Samuel Davis	05/01/2024
<i>Notes:</i>				
	KES Staff will participate in training sessions to learn procedures that will prepare them for emergency situations.	Complete 04/29/2024	Emily Lanier Sandlin	05/01/2024
<i>Notes:</i>				
	KES staff and students will participate in emergency drills to ensure smooth transitions in the event of an emergency.	Complete 04/29/2024	Emily Lanier Sandlin	05/01/2024
<i>Notes:</i>				
	KES will streamline afterschool dismissal by using the iDismiss app and digital monitors in cafeteria.	Complete 04/26/2024	Jaiden Smith	05/01/2024
<i>Notes:</i>				
	KES staff and students will participate in emergency drills to ensure smooth transitions in the event of an emergency.		Jaiden Turner	05/01/2025
<i>Notes:</i>				
	Create and utilize a student support services referral form for teachers to triage and respond to student needs.		Kathryn Miller	05/01/2025
<i>Notes:</i>				
	KES Behavior Threat Assessment Team Members participate in the NC Center for Safer Schools virtual School Behavioral Threat Assessment and Management Training in accordance with state law.		Marketa Hargrove	05/01/2025
<i>Notes:</i>				
	KES will implement a restorative discipline approach to better support students with behavioral concerns and those in need of additional social-emotional learning (SEL) support. Our ISS coordinator will work closely with the support team to integrate SEL services, aiming to enhance overall student success.		Shaunda Dugba	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 September 2024, the faculty and staff of Kenansville Elementary School (KES) have participated in at least one safety and trauma-informed professional development session, helping to identify potential stressors that may directly impact student success. Moving forward, staff will continue to engage in trauma-informed training and integrate school-wide awareness initiatives to further enhance student outcomes and the overall culture at KES.	Limited Development		
How it will look when fully met:		Through the use of ongoing SEL PD and through SEL resources, all educators will understand students social/emotional concerns. Students will learn strategies for managing their emotions and be able to utilize these strategies appropriately. Staff members will assist and educate students about maintaining a healthy social/emotional well being. Full implementation will be reached when we have 0-student mental health referrals to an outside agency during one complete school year.		Kathryn Miller	05/01/2025
Actions			3 of 7 (43%)		
		Teachers will help students understand their emotions, what their triggers are, help them relate emotions with situational awareness, and learn how to control these emotions.	Complete 04/29/2024	Kathryn Miller	05/01/2024
<i>Notes:</i>					
		Support staff continues to conduct home visits, make phone calls, connect families to resources, and also provide one-on-one and small group counseling sessions.	Complete 04/25/2024	Jaiden Smith	05/01/2024
<i>Notes:</i>					
		Employment of SEL/ Tiger Traits tutor	Complete 04/29/2024	Marketa Hargrove	05/01/2024
<i>Notes:</i>					
		KES has partnered with Tarheel Human Services to provide behavioral therapy sessions to identified students weekly.		Kathryn Miller	05/01/2025
<i>Notes:</i>					
		With parental consent, students will receive a panorama survey (SEL assessment) twice a year.		Kathryn Miller	05/01/2025

	Data will help assess specific student needs and the possible SEL interventions needed.			
<i>Notes:</i>				
	Consistent implementation of some universal PBIS strategies.		Kathryn Miller	05/01/2025
<i>Notes:</i>				
	MTSS core team will work collaboratively with classroom teachers to create explicit behavior intervention plans to provide behavior support in all areas of the school building.		Kathryn Miller	05/01/2025
<i>Notes:</i>				
	B1.05 The principal offers frequent opportunities for staff and parents to voice constructive critiques of the school's progress and suggestions for improvement.(5139)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>As of September 2024, KES has increased its efficacy in communicating with parents and community stakeholders. The administrative team shares Connect-Eds with students and guardians at least weekly in an attempt to clearly and effectively communicate upcoming events and school-wide expectations. Administration facilitates open lines of communication with school staff by participating in frequent one-on-one conversations, as well as meetings with entire grade level teams.</p> <p>As of August 2023, the parent representative for the SIT has been elected for the 23-24 school year. KES administrators have continued to meet regularly with PTO and a parent representative has been selected for the district advisory committee.</p>	Limited Development		
<i>How it will look when fully met:</i>	<p>Upon full implementation, all stakeholders will have clear, consistent, and easily-accessible modes of communication with the administrative team at KES, including parent questionnaires, informative letters, ConnectEds, and conferences.</p> <p>Full implementation will be met when 80% of our parents and 100% of our staff members are able to voice and communicate constructive critiques of the school and operations.</p>		Marketa Hargrove	05/01/2025
Actions		4 of 7 (57%)		
	Have quarterly meetings with parent advisory committee and discuss ways in which we can improve the school-community relationship.	Complete 05/02/2024	Marketa Hargrove	05/01/2024
<i>Notes:</i>				

	Create and administer a parent/community survey or a questionnaire for critiques concerning the school.	Complete 04/30/2024	Kathryn Miller	05/01/2024
<i>Notes:</i>				
	Have monthly meetings with the parent / teacher organization and discuss ways in which we can improve learning.	Complete 04/29/2024	Krystal Knowles	05/01/2024
<i>Notes:</i>				
	Staff feedback: Administration will create and provide a link to a Staff Feedback Survey on Google Forms. Link will be provided in weekly Tiger Communications and on the KES Dashboard. Staff responses will be shared with principal and assistant principal. Administration will respond to staff feedback accordingly (individually or whole group) within 5 school days.	Complete 04/29/2024	Emily Lanier Sandlin	05/01/2024
<i>Notes:</i>				
	Staff feedback: Administration will create and provide a link to a Staff Feedback Survey on Google Forms. Staff responses will be shared with principal and assistant principal. Administration will respond to staff feedback accordingly (individually or whole group).		Carlette Bledsoe	05/01/2025
<i>Notes:</i>				
	KES will actively encourage the elected parent representative to attend and actively participate in SIT meetings and activities to increase opportunities for parent feedback.		Margaret Coman	05/01/2025
<i>Notes:</i>				
	The principal will gather parent perspectives on school policies and programs, ensuring their voices are considered in decision-making processes during parent advisory meetings.		Marketa Hargrove	05/01/2025
<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
<i>Initial Assessment:</i>		As of September 2024, KES administration, support staff, and teachers communicate expectations for students regularly with parents in multiple languages and formats. Conferences are held with parents as needed. ConnectEd phone messages are sent to inform stakeholders	Limited Development		

	<p>of events taking place at school and resources to help students at home. We are developing plans to increase our parent engagement by revamping our PTO and hosting additional curriculum nights and events for parents to participate.</p> <p>As of August 2023, KES administration, support staff, and teachers communicate expectations for students regularly with parents in a variety of ways and conference with parents as needed. ConnectEd phone messages are sent to inform stakeholders of events taking place at school and resources to help students at home.</p>			
How it will look when fully met:	<p>When this objective is fully met there will be regular and meaningful two-way communication between home and school; responsible parenting; involvement of parents in student learning; involvement of parents in school decisions that affect children and families; parental training based on parents' information need; collaboration with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning; and student health awareness among parents by addressing the need for health programs and student health services, which are linked to student learning. KES frequently communicates with parents/guardians about our mission, goals, and expectations of students and parents. Parents/guardians are aware of what they can do at home to support their children's learning and are actively involved in their student's learning.</p> <p>Parents will have the opportunity to be actively involved in their child's education.</p>		Jo Ellen Boone	05/01/2025
Actions		3 of 11 (27%)		
	KES staff and administration will collaborate with community agencies such as TarHeel Human Services and other organizations to provide resources to strengthen school programs, families, and student learning and student health awareness among parents by addressing the need for health programs and student health services, which are linked to student learning.	Complete 05/24/2023	Kathryn Miller	05/24/2023
<i>Notes:</i>				
	Principal will make ConnectEd phonecalls to communicate with local stakeholders.	Complete 04/29/2024	Marketa Hargrove	05/01/2024
<i>Notes:</i>				
	KES will provide various opportunities for parent meetings including: PTO Meetings, Open House/ Report Card Pick-up, and Parent/Teacher	Complete 04/29/2024	Kim Brown	05/24/2024

	Conferences. Topics of interest will include student academic progress, special events, Title I, RTA, KES Report Card, advanced course placement parent meeting, AIG parent meeting, ESL parent night, Pre-K parent meetings, etc.			
	<i>Notes:</i>			
	Parent communication: Increase communication via conferences, ConnectEd, updated school and teacher webpages, and utilize technology to promote school functions and educate parents on how they can help their children.		Margaret Coman	05/01/2025
	<i>Notes:</i>			
	Support staff and administration will continue to provide resources and trainings for parents and students, which will include setting high expectations and establishing routines for healthy living, as well as conduct home visits when needed.		Kathryn Miller	05/01/2025
	<i>Notes:</i>			
	EC Teachers will provide opportunities to effectively communicate with the parents of SWD, to ensure that these parents have the resources needed to provide assistance with student-learning of curriculum at home.		Veronica Faison	05/01/2025
	<i>Notes:</i>			
	Principal will make ConnectEd phonecalls to communicate with local stakeholders.		Marketa Hargrove	05/01/2025
	<i>Notes:</i>			
	KES will provide various opportunities for parent meetings including: PTO Meetings, Open House/ Report Card Pick-up, and Parent/Teacher Conferences. Topics of interest will include student academic progress, special events, Title I, RTA, KES Report Card, advanced course placement parent meeting, AIG parent meeting, ESL parent night, Pre-K parent meetings, etc.		Nicole Williamson	05/01/2025
	<i>Notes:</i>			
	KES will post a monthly downloadable school newsletter to communicate between home and school, providing supports in responsible parenting, increasing involvement of parents in student learning, and supporting the involvement of parents in school decisions that affect children and families		Marketa Hargrove	05/01/2025
	<i>Notes:</i>			
	Pre-k Staff meets with parents periodically for parent night meetings in which parenting and academic tips/resources are shared.		Amanda Baker	05/24/2025
	<i>Notes:</i>			

	KES will host family spirit nights focusing on STEAMA curriculum: STEAMA Agriculture Festival in November and Science Night in April		Gina Hardy	05/24/2025
<i>Notes:</i>				