

2024-25 School Improvement Plan

Mission: Together, the Staffulty will empower ALL students to Discover their future, Aspire to greatness, and Work diligently to Grow at high levels through authentic, dynamic, and memorable learning experiences.

Vision: Enriching Lives and Building Futures

Goals:

Wallace Rose Hill will use PLCs, data meetings, common planning, and STEAMA learning principles to refine instructional practices to increase school achievement scores (EOC Proficiency, Four-year Cohort Graduation Rate, EL Progress, Math Course Rigor, The ACT/ACT WorkKeys) by 10%, to 57.6%, and exceed school accountability growth.

As a result of parent and student engagement strategies, LEP subgroup proficiency on EOC exams (Math I, Math III, Biology, English II) will increase by at least 10% to 17%. The percentage of EL students showing growth on the ACCESS test will also increase by 10%.



! = 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
Initial Assessment:			As of September 2024, the SIT monitors the implementation of effective instructional practices. The SIT has two effective teams. The SIT is a representative group from our overall school that is voted on by the department annually. This group is the voting body that discusses best practices instructional, peruses relevant data and then makes final decisions on all school matters. The PLC Coalition team focuses on the implementation of PLC procedures in the core content areas. Its members will provide feedback to Admin regarding the process and data on student success. This team will also discuss PLC best practices and provide PD throughout the year.	Limited Development		
How it will look when fully met:			PLC meetings (Data review) are held weekly to encourage more effective student data/curricular progress tracking. Data points will be discussed: SchoolNet Assessments, EOC		Gary Brown	11/01/2024

	data, final exam data, benchmark data, ACCESS test for EL, attendance, and students on the below 80 list. This will be measured by PLC meeting minutes and administrative assessment of lesson plans. PLCs and SIT data are being used most effectively when this collaboration is reflected in student growth and achievement improvements across the school.			
Actions		1 of 2 (50%)		
	Teachers will participate in PLC meetings.	Complete 09/12/2024	Gary Brown	05/01/2024
<i>Notes:</i>				
	Implement a School Improvement Team (develop plan, monitor action steps) and a PLC Coalition (monitor PLCs and data conversations). Each will meet once per month and record minutes.		Erica Levai	11/01/2024
<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
Initial Assessment:			<p>As of September 2023, and considering we are designated as a low-performing school, administrators and teachers met one-on-one to establish PDPs and plan SMART goals for the upcoming year. Throughout the school year, administrators follow district and state guidelines to monitor teachers' instruction through formal and informal observations assuring PDP goals are accomplished.</p> <p>As of September 2024, administrators support teachers in developing their PDP goals. Through the year, administrators monitor instruction formally and informally to ensure that best practices are being implemented. Administrators monitor PLC meetings where curriculum teams use common assessments and ensure that standards are being delivered consistently.</p>	Limited Development		
How it will look when fully met:			The administration will observe classroom instruction formally and informally. Lesson plans will turned in weekly to the administrative team and feedback is provided regularly.		Thomas Nichols	12/01/2024

Actions			1 of 3 (33%)		
		The administration will use NCEES to perform formal teacher observations and to provide feedback on comments, professional development plans, and evaluation rubrics. The input provided will drive teacher instructional practices.	Complete 09/12/2024	Thomas Nichols	05/01/2024
Notes:					
		The administration will review instructional plans to provide feedback to teachers and inform the Leadership Team.		Thomas Nichols	12/01/2024
Notes:					
		Administration will conduct weekly walkthrough observations to provide teachers feedback and inform the Leadership Team.		Thomas Nichols	12/01/2024
Notes:					
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 2023, Wallace-Rose Hill High School will implement the district's Human	Limited Development		

	<p>Resources protocols for recruiting, evaluating, rewarding, and replacing staff.</p> <p>As of September 2024, WRH is continuing to utilize the district's protocols for recruiting, evaluating, rewarding, and replacing staff. NCTWC survey is an important source of feedback regarding areas needing improvement. At the end of the 2023-2024SY, only two staff members chose to leave WRH. This year, admin and guidance will work with student organizations to provide celebrations for staff which result in positive morale and low teacher turnover.</p>			
How it will look when fully met:	<p>New staff will be hired in an interview process involving the following steps: First, resumes are reviewed by the Administration and Department Heads. Next, top candidates are interviewed by the administration and teacher or Department Heads, and the candidate picked is submitted to Human Resources. Finally, the candidate is submitted to the School Board for approval.</p> <p>Evaluating staff is a critical component in an effective performance management system and will be connected to other areas of educator talent management and support.</p>		Thomas Nichols	05/01/2025
Actions		7 of 8 (88%)		
	Administrators will create an evaluation schedule that reflects career teachers, beginning teachers, and new teachers. Teachers will be evaluated as prescribed by NCDPI and the NCEES system. This evaluation schedule will contain orientation training, self-assessment, professional development plans and the evaluations (2-4).	Complete 09/12/2024	Gary Brown	05/01/2024
<i>Notes:</i>				
	All teachers, mentors, and administrators will complete an orientation and self-assessment with the NCEES system.	Complete 10/02/2023	Gary Brown	05/01/2024
<i>Notes:</i>				
	All Beginning Teachers will be assigned a qualified and experienced mentor. BTs are supported by the DCS BT Program.	Complete 09/12/2024	Gary Brown	05/01/2024
<i>Notes:</i>				
	Once a formal/informal evaluation has been completed, the teacher will receive feedback within ten business days.	Complete 10/02/2023	Gary Brown	05/01/2024

<i>Notes:</i>				
	Throughout the school year, ALL teachers will be offered in-house professional development to improve performance. These PD sessions will include EL Training, NC Check-in 2.0, Using Chromebooks, Quizlet, Edpuzzle, School Improvement Planning, IABS, PLC protocols, and Canvas training. Some PD sessions will be required; others will be offered based on teacher choice.	Complete 09/12/2024	Gary Brown	05/01/2024
<i>Notes:</i>				
	New staff members will be hired using the following process: 1-Resumes will be reviewed by the administration and teachers and the top candidates will be picked. 2-Top candidates will be interviewed by the administration and certain teachers from the curriculum area involved. 3- The candidate picked will be recommended to Human Resources and background checks done. 4- The candidate will be submitted to the School Board for approval.	Complete 10/02/2023	Gary Brown	05/01/2024
<i>Notes:</i>				
	The administrative team will review results of the NC Teacher Working Condition survey to address any areas of improvement.	Complete 10/09/2024	Gary Brown	10/01/2024
<i>Notes:</i>				
	Staff is celebrated through monthly staff spotlights displayed on a bulletin board and with other initiatives to support positive morale.		Erica Levai	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
<i>Initial Assessment:</i>			As of September 2023, data is being collected from various sources. Teachers and administration review this data periodically through administrative team meetings and teacher PLC groups.	Limited Development		
<i>How it will look when fully met:</i>			Wallace-Rose Hill will fully implement the PLC model and the IABS model so that data from each sub-group will be disaggregated, allowing staff members to meet students' academic,		Julie Davis	05/01/2026

	social, emotional, health, and wellness, behavioral, and attendance needs.			
Actions		2 of 5 (40%)		
	DAWG Time/Flex Block will meet each day for students to get help or acceleration in all subjects.	Complete 09/12/2024	Erica Levai	05/01/2024
<i>Notes:</i>				
	Fully implement the PLC model.	Complete 10/09/2024	Erica Levai	10/01/2024
<i>Notes:</i>				
	Professional development will be designed to reflect the needs of student data coming out of our PLC conversations (for example, the creation of centers in teacher classrooms)		Erica Levai	02/01/2025
<i>Notes:</i> Recurrence will be monthly or as needed!				
	Conduct PLC reviews of common assessment and PBM data.		Erica Levai	02/01/2025
<i>Notes:</i>				
	Bi-monthly PLC meetings will identify students who need extra support or acceleration.		Erica Levai	02/01/2025
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		A variety of data sources are available to teachers and staff to identify potential areas of remediation and enrichment for students. Lunch and Learn will allows time in the instructional day for students to receive instructional support.	Limited Development		
<i>How it will look when fully met:</i>		Teacher teams will use student data, such as NC Check-in 2.0 and common assessments, to determine targeted interventions and remediation. Teachers meet in PLCs monthly to discuss data trends and appropriate interventions. Teachers and staff will receive PD specifically regarding intervention strategies and support for EL students.		Thomas Nichols	05/01/2026
Actions			1 of 3 (33%)		
		Create a schedule to accommodate Lunch and Learn.	Complete 08/28/2023	Thomas Nichols	05/01/2024
<i>Notes:</i>					

			The teacher teams will use student benchmark data to identify students for interventions.		Erica Levai	05/01/2025
Notes:						
			Provide PD to support EL students		Edith Sosa	05/01/2025
Notes:						
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
Initial Assessment:			As of September 2023, the school is rebuilding our tiered instructional system that allows evidence-based instruction aligned with students' individual needs across all tiers. Conversations are beginning to take place on utilizing formative and benchmark assessments to identify intervention plans to meet the needs of all students.	Limited Development		
How it will look when fully met:			WRH has a tiered instructional system that provides effective and differentiated Tier 1 instruction to all students, Tier 2 interventions to 10-20%, and Tier 3 interventions for 5-10% of students. Teachers submit weekly lesson plans via Google Drive. Tier 2 remediation is provided during Lunch and Learn and weekly after-school tutoring times. NC Check-in and common assessment data is used by teachers to inform and adjust instruction. Teachers attend professional learning refreshers each year about data-driven decision-making and intervention strategies for EL students, a growing part of our student population.		Erica Levai	05/01/2026
Actions				1 of 4 (25%)		
			Administrators will monitor lesson plans for core curriculum instruction.	Complete 09/12/2024	Erica Levai	05/01/2024
Notes:						
			Teachers will provide remediation and acceleration DAWG Time/Flex Block based on data. Student attendance will be taken.		Laterri Underwood	12/01/2024
Notes:						
			NC Check-in data will be used in EOC courses to identify students and develop Tier II lessons to be used during Lunch and Learn.		Michael Fisher	12/01/2024
Notes:						
			Provide professional learning on NC Check-in data analysis, strategic grouping, and intervention strategies for EL students.		Thomas Nichols	05/02/2025

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:			No Development			
How it will look when fully met:				Gary Brown	02/01/2025	
Actions			1 of 2 (50%)			
			Students are recognized for positive milestones such as perfect attendance, AB Honor Roll, and student leadership.	Complete 09/12/2024	Marijayne Jessup	05/01/2024
Notes:						
			Implement a student expectation matrix.		Gary Brown	02/01/2025
Notes:						
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date	
Initial Assessment:			Limited Development			
How it will look when fully met:				Erica Levai	02/01/2025	

	observation data. Feedback from weekly lesson plans will be provided.			
Actions		0 of 3 (0%)		
	Teachers will disaggregate data in PLC meetings based upon NC Essential Standards (EOCs, CTEs, and teacher-made exams).		Erica Levai	02/01/2025
<i>Notes:</i>				
	Teachers will create and share pacing guides for all courses taught.		Erica Levai	02/01/2025
<i>Notes:</i> Each semester				
	Administration will utilize a schedule of walk-throughs on a weekly basis to assess instructional practices and alignment to standards.		Erica Levai	02/01/2025
<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:			Meetings take place in the spring for rising 8th graders to register for 9th grade courses. Students and families can visit CTE programs and learn more about the elective classes offered.	No Development		
How it will look when fully met:			By the end of the 2023-24 school year, the school will notice a decrease in number of students on the below 80 list and will recognize an increase in graduation rate, an increase in academic test scores, and a decrease in disciplinary actions.		Marijayne Jessup	05/01/2025
Actions				3 of 6 (50%)		
			Meet with RHM and WES 8th grade student body for Questions and Answer session regarding high school rules, procedures and policies.	Complete 09/12/2024	Marijayne Jessup	05/01/2024
<i>Notes:</i>						
			Orientation and Open House for rising freshmen. Open House for rising sophomores, juniors and seniors.	Complete 12/14/2022	Marijayne Jessup	05/01/2024
<i>Notes:</i>						

	Guidance Counselors and AIG Coordinator meet with students (and their parents) interested in taking AP and James Sprunt classes yearly.		Mary Jo Robinson	05/01/2025
<i>Notes:</i>				
	Guidance meets with 8th grade students to discuss classes offered at the high school and assist students in registering for freshman classes.	Complete 09/12/2024	Irma Bannerman	05/01/2025
<i>Notes:</i>				
	Counselors will provide programs specific to each grade level at least twice per year.		Irma Bannerman	05/01/2025
<i>Notes:</i>				
	Transition team meetings between RHM, WES and WRH at least once an academic year. The meeting should include teachers of core instruction, Exceptional Children and support staff as appropriate. The WRH IABS team will meet with the IABS teams of RHM and WES about incoming freshmen at least one time.		Marijayne Jessup	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
Initial Assessment:			As of September 2023, many students are still dealing with the results of the Covid-19 pandemic. Responsive services are in place through the Student Support Team. Students have access to telehealth services. Gaggle alerts us to concerns that we may not be aware of and we respond to those in a timely fashion.	Limited Development	
How it will look when fully met:			All teachers create a classroom environment that encourages empathy and understanding of others. Teachers and staff refer students to the Student Support Team when they have a concern that goes beyond the scope of the classroom. The Student Support Team meets at least bi-weekly to discuss individual student needs. Counselors and Social Worker use individual, group, and whole class instruction to intervene about topics that are relevant to the student body.		Gerron Bishop
Actions				0 of 2 (0%)	
			Guidance counselors and the SST will meet bi-weekly to discuss at-risk students.		Gerron Bishop
					05/01/2025

Notes:				
	Utilize the check and connect protocol to track students who are considered at-risk.		Gerron Bishop	05/01/2025
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 September 2023, Wallace-Rose Hill High School communicates with the parents through ConnectEd, Parent Portal, Open House, and scheduled progress reports. The PARTNERS organization also shares information on its Facebook page.	Limited Development		
How it will look when fully met:			The school will communicate with the parents through ConnectEd, Parent Portal, Open House, and scheduled progress reports. The school will send out monthly family newsletters with important information. The school will host multiple family events including academic celebrations, community resource fairs, and cultural events.		Brian Nagel	05/01/2025
Actions				1 of 4 (25%)		
			Our ESL program will provide a parent night to present required academic information with our ESL parents.	Complete 09/12/2024	Edith Sosa	05/01/2024
Notes:						
			Host at least 2 STEAMA events for parents and families.		Laterri Underwood	05/01/2025
Notes:						
			Maintain the school website		Loretta Whaley	05/01/2025
Notes:						
			Develop awareness around student health among parents by addressing the need for health programs and student health services linked to student learning.		Gerron Bishop	05/01/2025
Notes:						