Center of Opportunity Program Improvement Plan 2025-2026				
Indicator: A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.	Implementation Status	Assigned To	Target Date
Initial Assessment:	During 2025 and 2026, the Program Improvement Team (PIT) will meet on a regular basis (e.g. once monthly or more as needed for a period of 45 minutes) to ensure that all staff concerns are being addressed, key indicators are being monitored and implemented fully into the daily operations of the school setting, and ensuring COVID-19 safety practices.		All teachers	5/30/2026
How it will look when fully met:	PIT members are assigned key indicators to monitor throughout the school year. During PIT meetings, PIT members will discuss and document the success of the plans being implemented, as well as any areas of concern for indicators that are not being met. Here the PIT members will collaborate to come to a uniform conclusion as to how to “tweek” the indicator so that it may be implemented to a measurable standard.			
Purpose:	Administrators actively promote development of staff cohesion and support. They strive to create a culture of collaboration by building trust and respect among colleagues. The measurable success of scholars is directly linked to the professionals in charge of providing such academics. Collaborative PLCs are crucial to showing students’ gains. The program's environment should be such that there is a cohesive and supportive relationship among not only educators but with administration as well. The program's culture should be one in which collaborative processes should be nurtured; one in which encourages shared problem-solving, collaborative work, and mutual accountability for the program's goals and student learning.			

Center of Opportunity Program Improvement Plan 2025-2026				
Indicator: A1.05	All teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students	Implementation S	Assigned To	Target Date
Initial Assessment:	First/Second Day of Each Semester: Teachers will review and discuss School of Oppurtunity Norms and his/her Class Rules/Expectations. Teachers will then give each student enrolled a pre-assessment test (standard or created) to identify students learning needs and/or areas of weakness. The teachers will use this data to implement instructional strategies that will address those needs to increase student's performance. Lesson plans will be created to include strategies. Teachers may also use students data/EVAAS data to create lesson plans and practical application/activities for various levels of learning in the classroom. Teachers will also ensure compliance with Duplin County Schools COVID-19 requirements (mask wearing, social distancing, cleaning of facility, etc). For example, on Monday teachers will teach a lesson to the entire group while meeting the individual needs of each child (Multi-level style of teaching). Most effective way to teach multi-levels may include: 1) Use strategic seating arrangements; 2) Provide multi-level teaching each activity; 3) Teach the same concept several ways; 4) Play games or use videos/U-Tube/computers for visual or hand-on learning; 5) Give individualized attention to each child 6) Reward/ Acknowledge each student's accomplishment(s) (Post completed work, a sincere smile, symbolistic of "A Great Job", free time. Tuesday - Thursday incorporate independent work to differentiate by zone of proximal development (zpd). Repeat above mention 2nd semester.		All teachers	5/30/2026
How it will look when fully met:	Students will safely acheive 60-80% overall proficiency in all subjects.			
Purpose:	High expectations for staff and students.			
Actions:				

Center of Opportunity Program Improvement Plan 2025-2026				
Indicator: A1.07	All teachers will employ effective classroom management and reinforce classroom rules and procedures by positively teaching them (5088).	Implementation S	Assigned To	Target Date
Initial Assessment:	Aug 2025-2026 classroom management will vary from classroom to classroom. Teachers will develop classroom NORMS across grade levels and posted them in 100% of the classrooms. Teachers will explain NORM development and set high expectations for themselves and scholars. Teachers will also maintain a communication log on parental/guardian contact. This will hopefully keep parents and guardians informed and scholars in program. Teachers have developed a tardy system to help encourage scholars to be on time to class. This is important because this is a life skill that all scholars must learn as they become college and career ready. Teachers will implement all necessary changes to classroom environment and school to maintain the health of students and staff in regard to any and all COVID-19 safety practices.		Ivy Dowe	5/30/2026
How it will look when fully met:	Once the objective is fully met, we expect all classrooms to have their NORMS and expectations posted. Their will be minor scholar infractions/issues to be addressed. Notification will be given to parents/guardian regardless of the infraction. Teachers will have consistent protocal across grade level that is fair and equitable.			
Purpose:	High expectation for all staff and students.			
Actions:				

Center of Opportunity Program Improvement Plan 2025-2026				
Indicator: A2-19	All teachers integrate college and career guidance and supports relevant to their subject area into taught curricula.	Implementation Status	Assigned To	Target Date
Initial Assessment:	Duplin County has implemented STEAMA to individualize the students plan for college and career choices. The teachers will integrate into their lesson plans, activities (that comply with any and all suggested COVID-19 safety practices) that will engage the students' mentally and socially. Teachers will increase agricultural literacy through K-12 education. This will allow them to be connected with the college and career areas that interest them with what they already know which will motivate the students learning. The student will construct their own understanding of the course material and they will participate in their learning.		All teachers and relevant staff members	5/30/2026
How it will look when fully met:	All teachers in every content area will incorporate relevant college information and career guidance into their classes they teach for every student. Students will also be STEAMA and Agriculture literate. Information will be provided to students and parents about college and careers by consistently throughout the school year. Some examples the teachers could include in there plans. • Steps to complete college applications • Scholarship opportunities • How to interview for a job or the college interview • Letters of Recommendation • Researching careers or jobs			
Purpose:	Our improvement plan purpose is to prepare the students for post-secondary options. We would like to be an advocate and create a culture of achievement. High expectations are set for the students to be college and/or career ready for the 21st century. Students will also be agriculturally literate and will be able to understand and can communicate the source and value of agriculture as it affects our quality of life.			5/2026
Actions:				

Center of Opportunity Program Improvement Plan 2025-2026				
Indicator: A4.02	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implements for students with disabilities.	Implementation S	Assigned To	Target Date
Initial Assessment:	All of the Center of Opportunity stakeholders work together on a daily basis. The stakeholders at the Center Of Opportunity we would like to work to create more open lines of communication, especially with our outside agencies. Duplin County Center of Opportunity's Staff would like clarity about our role in serving students who are at/and are coming to us from outside agencies such as the Department of Juvenile Justice, Department of Social Services, Cherry Hospital, NOVA and any other outside agency.		All teachers and relevant staff members	
How it will look when fully met:	The Duplin County Center of Opportunity is seeking open lines of communication between our program and outside agencies. We would like to create formalized meetings where questions and concerns can be aired. DCS Center of Opportunity Staff members will be selected to attend professional development to help us learn what other alternative schools are doing to facilitate the relationship between the program and outside agencies.			
Purpose:	At the Duplin County Schools Center of Opportunity, we want to ensure that all of the students we serve receive needed educational supports to be successful as much as possible while attending the program and to hopefully make a smooth transition back to their respective school.			

Center of Opportunity Program Improvement Plan 2025-2026				
Indicator: A4.10	The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.	Implementation Status	Assigned To	Target Date
Initial Assessmer	Teach scholars skills for academic success. Academic skills will include making full use of technology and showing them how to organize their work using their Google Drives. Scholars need to be taught methods of time management through the use of a planner or Google calendar and need to be taught the importance of taking notes through the use of Cornell notes, bubble maps, graphic organizers, and appropriately modified materials. Scholars need to be taught the importance of a healthy lifestyle including healthy meal options/lifestyle options and adequate sleep. The students need to be encouraged to think critically, explore rationalization, and to be able to explain their reasoning. To enhance student-staff relationships, continual encouragement reiterating scholars' strengths while keeping the students hopeful about their futures will continue. STEAMA and agriculturally related correlations will be brought into scholar-staff relationships emphasizing the strengths of the scholar that will allow staff to guide the student towards a purposeful pathway for post-secondary education and/or post-secondary trades jobs. Increased academic expectations and increased rigor will be implemented and modified as necessary on a case by case basis. Staff need to be available throughout the week for lunch time tutoring if a student is not meeting their academic goals. Staff members will work closely with counseling and exceptional children services to assure that IEPs are in place and current and that 504s are in place for scholars' needing advanced modifications. Staff members will make sure to follow all modifications listed within IEPs and 504s as presented. IABS tiered interventions will be completed before a scholar is admitted to the program. Resolutions for success will be closely monitored and performed by alternative program staff and personnel. Students will also be taught the currect way to follow through with COVID-19 safety practices.		All teachers and relevant staff members	5/31/2025
How it will look when fully met:	Scholars will be better suited for post-secondary jobs and/or education due to being taught a variety of academic skills that enhance their life skills. A 2% growth rate in students obtaining jobs within the community post-graduation will be observed. For those scholars who are looking to further their educational path, there will be a 2% increase in scholars choosing to attend a community college or university. With academic remediation, there will be a 5% increase in scholars' grades that were not initially meeting individualized set goals. By following IEPs and 504s accordingly, scholars will successfully complete courses and receive required credit for graduation. The program will see a 1% increase in graduation rates through close monitoring of IABS tiered interventions and continual self-reflection by both the scholar and the instructional staff.			
Purpose:	High expectation for all staff and students.			
Actions:				

Center of Opportunity Program Improvement Plan 2025-2026				
Indicator: D1-01	The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support school improvement.	Implementation S	Assigned To	Target Date
Initial Assessment:				
How it will look when fully met:				
Purpose:				

Center of Opportunity Program Improvement Plan 2025-2026				
Indicator: D1.03	The principal provides optimum conditions for the Leadership Team to make decisions and act on their decisions.	Implementation S	Assigned To	Target Date
Initial Assessment:	In August, the principal will meet with the Leadership Team bi-weekly to discuss and develop solutions to any academic, behavioral, attendance, or safety issues as it relates to school, program, or COVID. The principal will ensure immediate feedback as needed to provide a high-quality response and continually throughout the school/program year. Principal will provide constructive feedback both written and verbal which will be direct and immediate. Principal and Leadership Team will ensure the on-going saftey protocols for school/building through consistent dialogue.	August/2025		5/31/2026
How it will look when fully met:	Principal will have the Leadership Team fully engaged in effective school/program leadership utilizing, consistent and accurate feedback that will smoothly flow within our educational setting. Leadership Team will lead PLC, Staff, Currciulum/Program Improvement meetings.			
Purpose:	Principal and Leadership Team will meet bi-weekly to discuss and resolve any Educational, Administratitve, Safety, and COVID related issues.			

Center of Opportunity Program Improvement Plan 2025-2026				
Indicator: E1.05	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions.	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers and relevant staff members will maintain candid, supportive, and frequent communication with the parents/guardians of their students. This communication will take place to inform of good behavior but also to communicate with the parents/guardians of any issues that might be arising in the classroom or program. Teachers and relevant staff members will give constructive feedback (both warm and cool) to the parents/guardians. Parents/guardians will also be given the opportunity to respond appropriately to the feedback from the teachers or relevant staff members. Teachers will use COVID-19 safety practices when communicating with parents or guardians on a face to face basis.		All teachers and relevant staff members	5/30/2026
How it will look when fully met:	Teachers and relevant staff members at the Alternative Program will maintain some sort of candid, supportive, and frequent communication with the parents/guardians of their students. Teachers and relevant staff members will communicate (via Google Voice, Remind, email, phone call, written responses, etc) with parents/guardians at least twice per nine-week report card period to communicate any hot and cold feedback. Communication will be made more frequently if requested by the parent/guardian or if deemed necessary by the teacher or relevant staff member.			
Purpose:	One of the things that we hear parents/guardians complain about is how they seldom hear from the program or teachers unless there is a problem. A simple phone call about a child performing a kind act or improving on a challenging lesson can be uplifting to a parent/guardian. Reaching out to them to highlight the good things their child does also builds a relationship. If the time comes that you need to discuss something negative, you won't be introducing yourself to the parents/guardians with bad news. This also allows the parent/guardian to feel comfortable communicating with you about any issues that they may have.			
Actions:				