

2025-26 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.

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

- Vision:**
- 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 2025-26 school year, we will increase our overall SPG Achievement Score by at least 7.5% (70%) through the following means: 1) We will increase our Reading/Math EOC proficiency to at least 60%, 2) Our 4-year Graduation Cohort will increase to at least 85%, 3) Our EL Progress will increase to at least 21%, 4) Our Biology EOC proficiency will increase to at least 60%, 5) Our ACT/WorkKeys will increase to at least 70%, and 6) Our Math Rigor will increase to at least 99%.

By the end of the 2025-26 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 1A: Prioritize improvement and communicate its urgency			
	A2.03	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(5093)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of July 2025, the principal's efforts of getting into classrooms and working directly with teachers is limited to the amount of other duties and distractions that pull on him. When it comes to observations, the principal is only able to accomplish what he can schedule on his calendar around meetings with county level personnel, parents, students, or teachers. It would be a conservative estimate that the principal currently spends 7 to 10% of his time directly with teachers in some manner or another, working towards improving instruction.	Limited Development		
<i>How it will look when fully met:</i>		When fully met, there will be evidence of Classroom Walkthroughs (CWT) completed		Scott Ballard	12/08/2025

	weekly, regular feedback and dialogue between the principal and teachers, trends being identified that show both strengths and areas needing improvement, as well as opportunities for support provided by close coaching.			
Actions		2 of 5 (40%)		
	Create Classroom Walkthrough (CWT) forms.	Complete 09/08/2025	Scott Ballard	08/14/2025
	Create a weekly CWT Schedule.	Complete 09/08/2025	Scott Ballard	10/06/2025
	Provide feedback in a timely manner from each CWT.		Scott Ballard	12/08/2025
	Use CWT Data to identify trends for areas of improvement as well as for strengths.		Scott Ballard	12/08/2025
	Provide coaching support based on data collected through CWTs.		Scott Ballard	12/08/2025
B2.05	The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(5145)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	As of July 2025, our school has been built on teacher leadership. But this past year, our teachers have finally "seen the light" when it comes to ownership and initiative. Most all of our big events and celebrations were teacher driven and very successful. What was somewhat missing (or slightly inadequate) was the school-wide leadership within curriculum and instruction. We did have a few teachers that stepped into this role, but it was never a school-wide buy-in.	Limited Development		
<i>How it will look when fully met:</i>	When fully implemented, our school will have weekly CWT data being used as coaching tools. Teachers will be stepping into other classrooms on a regular basis for observational purposes, learning from what they see. There will be PD provided regularly by our own experts from our classrooms. Students will want to remain in their classrooms for the instruction that they do not want to miss. This will be our biggest success.		Scott Ballard	12/08/2025

Actions		7 of 10 (70%)		
	Our "No Cell Phone" policy will be better enforced in order to provide less disruptions during instructional times.	Complete 09/08/2025	Scott Ballard	08/14/2025
	Hall passes will be utilized each time that a student leaves his or her classroom in order to reduce the number of students out of class at one time.	Complete 09/08/2025	Scott Ballard	08/14/2025
	CWT data will be analyzed and reviewed weekly.	Complete 10/06/2025	Scott Ballard	10/06/2025
	The School Improvement Team Chair will present at each monthly faculty meeting a summary of discussions and decisions from the previous School Improvement Team meeting in order to enhance transparency and inform the faculty.	Complete 10/06/2025	Scott Ballard	10/06/2025
	School-wide events will be better publicized to excite students and encourage student attendance.	Complete 10/06/2025	Scott Ballard	10/06/2025
	Create opportunities for teachers to observe other classes across the school in order to build a stronger collegiality and show-case best practices.	Complete 10/06/2025	Scott Ballard	10/06/2025
	Intercom and intercom phone interruptions will be minimized in order to protect instructional time.	Complete 10/06/2025	Scott Ballard	10/06/2025
	Teacher-led PD will be provided throughout the year.		Scott Ballard	12/08/2025
	The School Improvement Team will collect and review PD feedback from teachers to help inform future PD planning.		Scott Ballard	12/08/2025
	A transition team will be created between the high school and the feeder schools in order to discuss and explore opportunities to help our students be more prepared and successful in the high school setting.		Scott Ballard	05/04/2026

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
<i>Initial Assessment:</i>		<p>As of July 2025, East Duplin High School ensures that instructional priorities guide how resources are allocated. Our School Improvement Team plays an active role in determining how funds such as Title I and other flexible spending sources are used to support our core academic and instructional goals. While some funding streams—such as county-allocated intervention funds—come with specific parameters and pre-determined uses, we maintain local autonomy in how those funds are deployed within classrooms.</p> <p>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. 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.</p>	Limited Development		
<i>How it will look when fully met:</i>		When fully met, there will be evidence of processes in place to review resource equity in our school, resources will be better distributed to meet the needs of at-risk students as well as students in targeted subgroups.		Scott Ballard	05/25/2026
Actions			1 of 3 (33%)		
		The school will work with the central office to place EC teachers strategically in order to better meet the needs of all EC students.	Complete 09/08/2025	Scott Ballard	08/14/2025
		The school's resources will be allocated effectively to address the needs of students in targeted subgroups.		Scott Ballard	12/08/2025
		The School Improvement Team will investigate ways to ensure that we have established a consistent process to review resource equity in our school annually.		Scott Ballard	01/12/2026

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1C: Customize and target support to meet needs			
	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
Initial Assessment:		As of July 2025, our school has mastered the ability to "love on our students". We have not mastered the ability to "love on ourselves". Things that we have done is to provide a professional massage therapist to work with our teachers on a very discounted rate, we have had a few events for faculty to eat together (potato bar, super bowl lunch, etc), and have had a couple of food trucks come out.	Limited Development		
How it will look when fully met:		When this objective is met, our faculty and staff will have multiple avenues to address their own social and emotional wellbeing. There should be groups of teachers that exercise together, opportunities for fellowship through meals being provided or food trucks being brought in, and opportunities for individual perks such as professional recognition and/or personal massages (from a professional masseuse therapist brought in). Absenteeism rates should decrease as well as teacher burnout.		Scott Ballard	12/08/2025
Actions			1 of 3 (33%)		
		Implement a staff recognition program to showcase our teaching faculty.	Complete 10/06/2025	Scott Ballard	10/06/2025
		Host Morale Boosting Events and Wellness Activities for staff monthly throughout the year.		Scott Ballard	12/08/2025
		Have teachers conduct anonymous feedback surveys to the principal in order to look for areas of need or strengths.		Scott Ballard	12/08/2025

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
	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.(5128)	Implementation Status	Assigned To	Target Date
Initial Assessment:		As of July 2025, there are supports in place for all students. However, those supports rely mostly on	Limited Development		

	students to take advantage of them. We do keep track of student progress and notify the home when there appears to be struggles. EL students still lag behind their English speaking peers, causing a strain in many classrooms. Not all teachers are inputting their grades in a timely manner so that parents can access them weekly.			
How it will look when fully met:	When fully implemented, our school will have better tracking of our at-risk student population as well as our underrepresented student population. EL students will want to show their true abilities and test out of the ESL Program. Students will be more quickly identified if they are struggling within academics or attendance.		Scott Ballard	12/08/2025
Actions		1 of 6 (17%)		
	Teachers will input grades into Infinite Campus by the end of each week.	Complete 10/06/2025	Scott Ballard	10/06/2025
	Implement a growth incentive for EL students to better perform on ACCESS testing.		Scott Ballard	11/10/2025
	Develop Student Check-in Program for students who have been identified as being Chronically Absent.		Scott Ballard	11/10/2025
	Track individual EL and EC student progress in order to help identify struggles before it develops into an unattainable situation.		Scott Ballard	12/08/2025
	Ensure that all students, especially underrepresented groups, have access to interventions and enrichment opportunities.		Scott Ballard	12/08/2025
	Use SEL screeners and check-ins as part of data discussions to identify students needing additional emotional or behavioral support.		Scott Ballard	12/08/2025

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

<p>Initial Assessment:</p>	<p>As of July 2025, we have pushed over and over again, the notion that there is no reason for parents not to know what their student's grades look like or their attendance. Parents have constant access to these items at any time of the day. If there is no computer or device at home, students all have school-issued devices that can be available at home. Even if they do not have internet service at home, students are able to utilize school-issued hot spots. This doesn't eliminate the responsibility of the school to communicate with the home, but it does open up the door for further conversations between the school and home as the parent sees a need.</p> <p>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.</p>	<p>Limited Development</p>		
<p>How it will look when fully met:</p>	<p>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.</p>		<p>Scott Ballard</p>	<p>12/08/2025</p>
<p>Actions</p>		<p>2 of 5 (40%)</p>		
	<p>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).</p>	<p>Complete 05/23/2025</p>	<p>Scott Ballard</p>	<p>05/01/2025</p>

	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).	Complete 05/23/2025	Scott Ballard	05/01/2025
	Increase parent communication regarding attendance expectations.		Scott Ballard	11/10/2025
	Create a quarterly newsletter/video to communicate current school events, celebrations, and recognitions.		Scott Ballard	11/10/2025
	Regularly create messages to go out through the ConnectED System addressing different school and/or student needs and identifying school personnel to contact if needed and how to reach the specified school personnel.		Scott Ballard	11/10/2025