Chinquapin Elementary School

2025-26 School Improvement Plan

Mission:

The mission of Chinquapin Elementary, in collaboration with parents and the community, is to provide high quality education in a safe, respectful and inclusive environment that builds a foundation for lifelong learning and leadership.

Vision: The vision of Chinquapin Elementary is to become an exemplary school where all students and staff are valued, supported, and prepared to lead in a globally competitive society.

Goals:

CES will increase the overall School Achievement Score to 56.9% by the end of the 2025-2026 school year.

CES will exceed school accountability growth during the 2025-2026 academic year.

Through powerful teaching and learning, 100% of CES students will have the opportunity to participate in STEAMA Career and College activities and other learning activities throughout the school year to excel in a globally competitive world.



! = 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:			2025 - As always, the School Improvement Team has been elected for the new school year. Membership includes all required persons, as well as, representation from all department/grade levels. Meetings have been planned bi-monthly. Meeting minutes and agendas are posted to the CES Dashboard for access by all staff. This group will continue to strive to implement the School Improvement Plan with fidelity. 2024 - The School Improvement Team continues to serve as an integral part of the flow of our school. Its members change but continue to meet the expectations indicated in the School Improvement Reference Guide.	Limited Development		
How it will look when fully met:			For this Indicator to be fully met, an effective, efficient Leadership Team will be in place. The		**Ann Albertson**	**04/22/2026**

		Leadership Team at our school will consist of the Principal, Vice-Principal, grade-level instructional and departmental representatives, and a PTO officer or their designee. Each month that school is fully functioning, the team will me twice and meet durning summer months as needed. Agendas will be created and shared with all members of the team. Meeting Minutes will be posted on the CES Dashboard after every meeting. This team will make decisions about policies, procedures and finances of the school with the best interest of student's at the forefront of decision making. They work in Teams to ensure that all actions of the School Improvement Plan and all decisions of the team are implemented with all fidelity. During the 2025-2026 school year, the School Improvement Team will continue to implement the plan for our school. The team will meet to discuss issues that arise, ensure that needs are being met, make sure that everyone is aware of the focus of our plan, examine data and make decisions that are in the best interest of our school, students and community. Our decisions will be data based and reflect the interests of the school and community.			
Actions			**0 of 5 (0%)**		
		- SIT meeting minutes and agendas will be shared with all staff via the CES dashboard		Ann Albertson	04/22/2026
		- the SIT will use analyze and use data to make decisions about students learning		Jessica Williams	04/22/2026
		- SIT will focus on data collection involving subgroups that are facing challenges.		Ann Albertson	04/22/2026
		- TEAM members will upload data to the SIP folder at least monthly		Ann Albertson	04/22/2026
		- financial decisions relative to Title I and other discretionary funds will be reviewed, discussed and voted on by the SIT as needed		Jenny Houston	04/22/2026
	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:			This indicator identifies the need for a Leadership Team (the School Improvement Team), an Instructional Team, and a Family-School	Limited Development		

	Connections Team. When divided into these unique teams. umbrellaed under the School Improvement Team, there will be a more comprehensive team approach to school improvement. These Teams will meet and create, monitor, assess and adjust in short cycles providing continuous improvement within a given area. The Instructional Teams will meet to plan instructional strategies that are standards based and monitor student progress, with a strong emphasis on subgroups. A strong School-Family Team will include the principal, counselor, social worker, teachers and parents. This team will attend to matters that involve the School-Home Compact, Open Houses, Parent/Teacher conferences, general school-home communications, and support parents in their role of supporting students at home and in school. etc. Teams will have a written purpose and goals for each planning cycle with agendas, meeting minutes, action steps and work products documented and shared with the School Improvement Team. Finally time will be specifically delegated for this work at least 2 times per month for an hour and addtional time designated for data analysis and refining plans. 2025 - During the 2024-2025 school year, core teachers used PLC time built into their weekly schedules during planning times to analyze student data, discuss resources and best practices. All meetings were summarized and submitted to administration. Time for planning was implemented with all staff having 2 planning periods daily except PE teachers. A schedule for all duties was also provided. 2024 - During the past year, core class teachers were provided PLC time that was planned and protected. Meetings had agendas and minutes that are shared with administration and the SIT, MTSS team, etc. as needed. A greater number of teacher leaders began to take on different responsibilities. Grade level, committee and other teams collaborated with administration and other key stakeholders to support rigorous instruction.			
How it will look when fully met:	This indicator identifies the need for a Leadership Team (the School Improvement Team), an Instructional Team, and a Family-School Connections Team. When divided into these unique teams. umbrellaed under the School Improvement Team, there will be a more comprehensive team approach to school		**Oliva Tate**	**04/22/2026**

	improvement. These Teams will meet and create, monitor, assess and adjust in short cycles providing continuous improvement within a given area. The Instructional Teams will meet to plan instructional strategies that are standards based and monitor student progress, with a strong emphasis on subgroups. A strong School-Family Team will include the principal, counselor, social worker, teachers and parents. This team will attend to matters that involve the School-Home Compact, Open Houses, Parent/Teacher conferences, general school-home communications, and support parents in their role of supporting students at home and in school. etc. Teams will have a written purpose and goals for each planning cycle with agendas, meeting minutes, action steps and work products documented and shared with the School Improvement Team. Finally time will be specifically delegated for this work at least 2 times per month for an hour and addtional time designated for data analysis and refining plans. 2025 - As we enter the 2025-2026 school year our personnel resources have been reduced by retirements and an increased student population. This has limited our time to meet with PLC groups but we are still making it work. The common PLC time for middle school has been scheduled one day a week during their lunch. Other grade levels are also having to be creative with their time management to be able to meet as groups. We recognize that our proficiency has dropped and we need to address that need. We continue to make strides with growth and are proud of that accomplishment, but work still needs to be done to address our student concerns in relation to their testing.			
Actions		**0 of 7 (0%)**		
	- a team within the SIT will be developed to monitor and report on progress of the BLCK subgroup		Karly Earp	11/01/2025
	- an instructional team will be formed and will develop goals for the year		Christina Macleod	11/12/2025
	- a Parent-School team will be formed and meeting times will be established		Karly Earp	11/12/2025
	- the SUBGROUP team will gather data on subgroup performance on report cards, Check-ins, etc		Jenny Houston	04/22/2026

	- the SIT will discuss information gathered by the SUBGROUP and make recommendations for interventions through remediation and enrichment		Doris Dixon	04/22/2026
	- members of the School Improvement Team will work with specific "Teams" within the group to monitor, adjust and gather data for specifically assigned areas.		Jenny Houston	04/22/2026
	- One week a month will be designated to specifically address Teams gathering and sharing data		LeAnn Hunter	04/22/2026

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:	2025 - During the 2024-2025 school year, administration worked to monitor classes in a less formal manner. They worked to be visible and reduce the need for more formal observations. They did have a schedule they used to do all formal observations. 2024 - In the 2023-2024 school year, the administration worked hard to be visible throughout the school. They tried to create a schedule where one or more administrator would be available throughout the school day. They completed evaluations, observation schedules and walk throughs for the entire staff providing feedback that was critical to each members' success.	Limited Development		
How it will look when fully met:	When this indicator is fully implemented, the principal will serve as the instructional leader of the building. As this leader, the principal will have a strong focus on instructional rigor and have a heavy investment in the instructional program and assessment practices of the school. The principal will be highly visible by students, parents and staff throughout the school campus. The principal and assistant principal are keenly aware of the instructional practices of all of their staff and complete regular observations and snapshots to help teachers hone their skills.		**Brittany Knowles**	**04/22/2026**

			2025 - Going forward, administration will continue to informally evaluate staff. A schedule has been implemented to see that everyone has observations from different members of administration.			
Actions				**0 of 4 (0%)**		
			- informal observations will be done at least monthly with random staff resulting in pedagogical conversations to inform instruction		Erica Stanley	04/22/2026
			- a schedule of observations is created and shared with teachers		Jessica Whitman	04/22/2026
			-pre and post conferences will be done in a timely manner		Karen Kennedy	04/22/2026
			- the principal and/or assistant principal will be visible to all stakeholders every morning and every afternoon		Jaclyn Schwedler	12/01/2026
	KEY	**D1.02**	**The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			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. ATSI School Annual Resource Allocation Review Self-Assessment	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**

Initial Assessment:	2025 - Unfortunately, the short staffing continued due to budgeting issues. Grades 4-8 were over crowded with barely room to move in some classrooms. Another middle school teacher retired this year. 2024 - At the beginning of the school year, our school was delighted to be 100% staffed. Our new Art teach was on board and we were excited about the revitalization that she would bring to our Art program. Unfortunately, the 100% staffing came due to some cuts in personnel from the 2023-2024 school year staff we had to make. Classes in the 4th-8th grades were as large or larger than they had ever been. This left us feeling a bit short handed as we start out the year. Most importantly, we were concerned about the students receiving the individualized instruction that they need.	Limited Development		
How it will look when fully met:	When fully met, this indicator aligns with the districts effective performance management system. Ideally, as administrators evaluate their staff, they are able to align the needs of their staff with professional growth opprotunities. Evaluators should be closely aligned to the educational experience of one that they are evaluating. They should be highly trained on how to use the instruments that they are using to evaluate. Persons being evaluated should be strong stakeholders in the results of these evaluations adding explanations, reflections and new ideas or thoughts. 2025 - As the 2025-2026 school year begins, again we were unable to replace the middle school teacher that retired. We were able to pull STEAMA teachers in to cover the position. However, the classrooms are still overcrowded and teachers are feeling the problems mounting. Our student numbers are continuing to grow but the growth is showing up in the lower grades and with state caps on class size in grades K-3, 4th-8th grades are feeling the crunch.		**Nina Gail Lanier**	**04/22/2026**
Actions		**0 of 5 (0%)**		
	- staff will begin to be trained in evaluation techniques and procedures		Brittany Knowles	01/31/2026
	- coaching will become a part of the regular evaluation system already in place to improve students outcomes especially in subgroups which challenges		Karen Kennedy	04/22/2026

	-new incentives will be provided for teacher of the year at the school level		Hannah McCandless	04/22/2026
	- teacher incentives will be provided for various accomplishments as determined by the school improvement team		Jaclyn Schwedler	04/22/2026
	- relevant staff will continue to be part of the hiring process when applicable		Erica Stanley	04/22/2026

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:			2025 - Using the data that we were able to attain from previous state testing, EVAAS, mClass, etc., CES worked diligently to raise scores on end of year testing. When testing was completed, teachers felt most students performed as expected. When "re-testing" was accounted for, overall there was improvement. Most students were aligned with their EVAAS expectations. However, there seemed to be an overall lack of motivation to do well on the test and some students performed well below expectations. 2024 - In looking at the data from our most resent EOG scores, we were pleased to have exceeded our growth expectations. We noticed that our proficiency data however, could improve. We implemented strategies to support sharing of information within the stakeholders of our school. Teacher technology needs were addressed and new Clear Touch boards were bought to assist with implementation of growing technological demands. Additionally, teachers were supported in efforts to explore professional development for their interests.	Limited Development		
How it will look when fully met:			When Indicator C2.01 is fully implemented across the district, data-driven decision-making becomes a systemwide culture rather than an isolated task. School leaders, teachers, and district administrators routinely and collaboratively analyze multiple data sources—including student performance, benchmark assessments,		**Jessica Whitman**	**04/22/2026**

	attendance, discipline, and classroom observation trends—to identify needs, monitor progress, and plan professional development. When fully implemented, Indicator C2.01 represents a districtwide culture of continuous improvement in which data is used proactively—not reactively—to shape instruction, professional growth, and system-level decisions. Every stakeholder, from classroom teacher to superintendent, shares responsibility for interpreting data and acting upon it. This results in more focused professional development, targeted interventions, improved instructional practices, and measurable gains in student achievement. 2025 - During 2024-2025, efforts were made to improve proficiency by 10%. We hired an interventionist to work with students. We added programs to help students learn and practice skills needed to be successful on the End of Grade Testing. However, we still missed our anticipated goal. This year we are going to make some changes and work with the students to make this a year of growth and proficiency. Incentives will be offered to students and teachers as they develop new strategies that show improvement in proficiency. A renewed emphasis will be on motivation for students to do their best on all testing.			
Actions		**0 of 8 (0%)**		
	-Collect and analyze benchmark, EOG/EOC, attendance, and behavior data each quarter.		Greta Thigpen	04/22/2026
	- PLC teams will set short term goals for student achievement		Joshua Rodriguez	04/22/2026
	-MTSS meetings will be streamlined to only include pertinent personnel		Brittany Knowles	09/01/2025
	- MTSS meetings will be divided into academic and behavioral sections		Jessica Williams	09/01/2025
	- PLC meetings will be data focused and incorporate not only grade levels but grade spans to reflect on previous learning and plan for future learning		Karly Earp	04/22/2026
	- we will continue to keep our "eye on the prize" culture by creating incentives for students,		LeAnn Hunter	04/22/2026

	teachers and grade levels based on benchmark data			
9/9/25	- make students aware of what our goal is for the school and elicit their help in achieving the goal		Karly Earp	04/22/2026
9/9/25	- get the goal information out to parents and encourage their support for reaching the goal.		Nina Gail Lanier	04/22/2026

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**
Initial Assessment:			2025 - MTSS continues to serve as the foundation for intervention strategies. Research based interventions have been implemented for math and reading remediation. All Tiers are addressed in small groups and Pow Wow. An interventionist was hired to help implement research based interventions SEL needs are addressed in addition to academic and behavioral interventions through small group sesstions and individual consultations. 2024 - Looking back over the last year, MTSS continues to be the foundation for intervention strategy discussions. Monthly meetings are held and include pertinent personnel. These meetings continue to include academic, behavioral and social-emotional instruction and supports. Scheduled PLC meetings are also scheduled to work among departments, grade levels, etc as needed. New strategies were identified and implemented into the at risk students' schedules. Planning time continues with most teachers having 2 blocks per day in which to gather, analyze and post data.	Limited Development		
How it will look when fully met:			When fully implemented, the school system will operate a comprehensive Multi-Tiered System of Support (MTSS) that ensures every student receives the right level of instruction and intervention based on ongoing data analysis. The School Improvement Team will collaborate regularly to analyze academic, behavioral, and social-emotional data to identify students' specific learning needs. Teachers use formative assessments, benchmark data, and progress		**Christina Macleod**	**04/22/2026**

	monitoring tools to guide instruction and make adjustments within and across tiers. Regular Professional Learning Communities will review data and share best practices to improve instructional effectiveness and student outcomes. Family engagement is prioritized through communication about student progress, intervention plans, and opportunities to support learning at home. Principals and Instructional Coaches will ensure that evidence-based curricula and instructional strategies are consistently implemented in every classroom. Staff will receive ongoing professional development on data analysis, differentiated instruction, and intervention fidelity. Leadership teams use data dashboards to track implementation fidelity, monitor growth, and ensure equity in instructional support. Schools will demonstrate consistent use of data-driven instruction to meet students' academic and behavioral needs. Achievement gaps will narrow as students receive timely, effective interventions. Teacher capacity grows through collaboration and targeted professional learning. Families and stakeholders understand and support the tiered instructional system as part of a unified effort to improve learning outcomes. 2025 - New strategies are needed to help provide student with more rigorous teaching and learning. These will be addressed in small groups and with guidance from the MTSS teams and colleagues. We also have seen a dynamic need to increase our instruction of our students that are academically gifted.			
Actions		**0 of 6 (0%)**		
	- Tier 2 and Tier 3 students will receive interventions as recommended by the MTSS team		Hannah McCandless	04/22/2026
	- interventions will be given to students who are within subgroups that may need special supports		Jenny Houston	04/22/2026
	- assessments will be used 3 times a year to assess students progress and mastery of skills for all Tiered students		Joshua Rodriguez	04/22/2026
	- IEPs and 504s will continue to be monitored to provide supports needed by these students.		Jaclyn Schwedler	04/22/2026
	-data will be analyzed and reviewed within the IABS Team/teachers meetings each month with a focus on intervention recommendations		Erica Stanley	04/22/2026

	- small groups will become a staple of classes to provide interventions for students		Oliva Tate	04/22/2026

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:			2025 - As in years past, teachers at CES implement effective classroom managment practices. They strategically teach their rules and expectations throughout the year to reinforce the learning of these expectations by students. PBIS continues to be at the forefront of expectation setting with all stakeholders being aware of PBIS expectations. 2024 - During the 2023-2024 school year we were finally able to fully reinstate PBIS. The PBIS carts used with Indian bucks were stocked and students were able to "purchase" items with their bucks. There were 3 celebrations for students to enjoy, with over 75% of our students able to participate in each of the celebrations.	Limited Development		
How it will look when fully met:			When this indicator is fully implemented, the school will demonstrate a consistent, schoolwide culture of positive behavior and effective classroom management that supports rigorous, evidence-based instruction. Teachers explicitly teach, model, and reinforce classroom rules and procedures at the beginning of the year and revisit them regularly. Classrooms will operate smoothly with clear expectations, predictable routines, and positive reinforcement strategies that promote student responsibility and respect. Teachers will use data (e.g., discipline referrals, student behavior charts, attendance records) to identify trends and make adjustments to their classroom management practices. Restorative practices and positive behavior supports (PBIS) are embedded into daily routines to foster a supportive learning environment. Students will understand expectations and are actively engaged in maintaining a positive classroom culture. Walkthrough data, teacher feedback, and student discipline reports will be monitoring tools andprofessional development on effective classroom management strategies and mentors		**Oliva Tate**	**04/22/2026**

		new teachers to ensure consistency. Data is reviewed regularly to determine areas for improvement and to celebrate successes.The team ensures alignment between the school's behavior expectations and district-level policies.			
Actions			**0 of 6 (0%)**		
		Recognize and celebrate classrooms and teachers that model exemplary management and student engagement practices.		Jessica Williams	04/22/2026
		-teachers will teach expectations and review the student code of conduct at the beginning of each grading period and then revisit as needed throughout the school year		Greta Thigpen	04/22/2026
		- continue to align attendance expectations and reward increased attendance		Jessica Whitman	04/22/2026
		- upper elementary students will have representation on the PBIS team		Jessica Williams	04/22/2026
		- students will be surveyed to determine motivating factors for them		Ann Albertson	04/22/2026
		-Provide training on proactive classroom management, PBIS, and restorative practices.		Jaclyn Schwedler	04/22/2026
	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:			2025 - Currently all of our teachers are teaching curriculum from the North Carolina Standards regardless of their field of expertise. CTE, PE, All Resource classes and of course core classes remain diligent in their efforts to follow the states guidelines and pacing guides set forth by the county. 2024 - Our faculty and staff remain 100% committed to ensuring that instruction is aligned with the North Carolina Standard Course of Study. LETRS training for teachers continues and is an integral part of K-5 instruction.	Limited Development		

How it will look when fully met:	When fully implemented, this indicator ensures that every subject and grade level has high-quality, standards-aligned instructional units that support rigorous, evidence-based teaching and consistent student learning outcomes across the school system.Instructional teams (grade-level or subject-specific) collaboratively develop units of instruction that explicitly align with state standards and learning objectives.Units include clear learning targets, essential questions, performance tasks, assessments, and instructional strategies grounded in evidence-based practices.Teachers integrate differentiated instruction and scaffolds to meet the diverse needs of all students, including intervention and enrichment opportunities. Units are reviewed, revised, and refined regularly based on student performance data and feedback.The SIT monitors the fidelity and quality of unit development across all subjects and grades.Data from student assessments, classroom observations, and teacher feedback informs adjustments and professional development needs. 2025 - As we enter this new school year, we are still committed to teaching the North Carolina Standards. Professional development fosters new ideas and development of units of study aligned with state goals and objectives. While common planning time does not happen across grade levels, ideas are shared during PLC meetings that are implemented.		**Doris Dixon**	**04/22/2026**
Actions		**0 of 6 (0%)**		
	- Use student performance data and teacher feedback to adjust units for rigor, relevance, and alignment.		Christina Macleod	04/22/2026
	- Establish a collaborative cycle for developing, reviewing, and refining units each grading period.		Oliva Tate	12/31/2025
	- Provide training and support for instructional teams on standards-aligned unit planning and evidence-based instructional strategies.		Erica Stanley	01/31/2026
	-Pow Wow will be purposefully designed to provide interventions for Tier 2 and Tier 3 students, while also providing for students in need of enrichment activities		Karly Earp	04/22/2026
	- provide common planning times to enable teachers to create standards aligned units		Jenny Houston	04/22/2026

		- Celebrate and share exemplary units across schools to promote best practices.		LeAnn Hunter	04/22/2026

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:			2025 - PreK and Kindergarten continue to provide a transition programs for students. Third grade again held a parent curriculum night for their families. Fifth grade continues to provide "a day in the life" experiences for students that need a little help transitioning to middle school. Middle School continues to hold an orientation session with all middle school. school level stakeholders at the beginning of the year. Eight grade continues to participate in a field trip to East Duplin High school to become acquainted with expectations there. 2024 - During the 2023-2024 school year PK and Kindergarten continued to work together to create a transition program for their students. Third grade continued to provide parents with curriculum night to help parents understand the expectations of EOG testing and third grade expectations. Fifth grade and middle school integrated at risk students into the middle school setting near the end of the year to help them better understand expectations.	Limited Development		
How it will look when fully met:			When Fully Implemented the school will provide transition planning clearly documented transition plans for each grade level. Plans will address academic, social, and emotional aspects of student movement between grades, programs, and levels. Transition activities are embedded in the school calendar and revisited annually for updates. Intentional Activities and Supports and Orientation sessions for students entering new grades or programs will be provided.Peer mentoring programs and buddy systems to ease social integration. Academic bridging programs will identify and support learning gaps before the transition occurs. Counseling sessions for students needing additional social-emotional support will be implemented Collaboration among all stakeholders will be the		**Hannah McCandless**	**04/22/2026**

	norm. Teachers, counselors, and administrators will collaborate to identify students who may need extra support during transitions. Parents feel informed and involved in transition planning, receiving resources and strategies to support their children at home.Community organizations and external resources are leveraged when additional support is needed. Data is used to guide these decisions and teachers provide this data to the next grade level as appropriate to ensure continuity. Mid-year check-ins and feedback loops allow for adjustment of plans to meet evolving student needs. The School Improvement Team monitors effectiveness of transition plans through surveys, focus groups, and student performance tracking. The school identifies and mitigates academic, social, or logistical barriers that might hinder smooth transitions. Special attention is given to students with disabilities, English learners, and other vulnerable populations to ensure equitable access to supports. Overall, students experience smoother grade-to-grade and level-to-level transitions with minimal disruption to learning. Academic performance and social-emotional wellbeing are maintained or improved during these changes, fostering long-term student success. 2025 - As we move forward, we will continue to monitor current transition programs and revise them as needed. We will continue to monitor middle school students taking advance courses and their success rates. At all major transition levels, revisions will be made as each class changes and grows.			
Actions		**0 of 7 (0%)**		
	- revise the 3rd grade curriculum night meeting		Karen Kennedy	04/22/2026
	- vertical planning will be used to better implement curriculum across grade levels		Jenny Houston	04/22/2026
	- align middle school procedural and behavioral expectations		LeAnn Hunter	04/22/2026
	- transition team meetings between 8th grade teachers and East Duplin High School		Karen Kennedy	04/22/2026
	- enrollment of middle school students in NCVPS courses will increase as students become more independent		Brittany Knowles	04/22/2026

	- parents will meet with the guidance counselor about taking high school courses in middle school		Nina Gail Lanier	04/22/2026
	- Host PreK Parent Meeting/Orientation		Christina Macleod	04/22/2026

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:			2025 - During the 2024-2025 school year we continued to develop our understanding of the social and emotional needs of our students. Staff members were developed better understanding of some of the needs of our students during our annual training, We continue to monitor students that exhibit extra needs in their social and emotional lives and work daily with these students to help them find ways to best deal with their feelings. 2024 - During 2023-2024, to ensure the continual development of understanding of the social-emotional needs of our students, the staff was provided with professional development that helped us understand and navigate students and families social and emotional status. Teachers formed relationships with students and several teachers mentored specific students. Students attended sessions with the school counselor and social worker to understand how to manage their emotions implement strategies to help them manage their emotions.	No Development		
How it will look when fully met:			When fully implemented every teacher actively observes and monitors students' emotional and social cues throughout the school day. Teachers consistently integrate social-emotional learning (SEL) strategies into classroom routines.Teachers model healthy emotional regulation, empathy, and resilience for students. Classrooms regularly include structured lessons on recognizing emotions, coping strategies, and problem-solving skills. Teachers guide students in expressing feelings appropriately and help them reflect on emotional responses. Small-group or one-on-one interventions are used for students		**Joshua Rodriguez**	**04/22/2026**

	demonstrating challenges with emotional regulation. The school has a clear, accessible referral system for students who need additional support (counselors, psychologists, social workers, or community resources. MTSS Tiered interventions address varying levels of emotional or behavioral need, from universal classroom supports to targeted individualized plans. Support is coordinated with parents/guardians, ensuring continuity between home and school environments. Teachers, counselors, and administrators regularly share insights about students' emotional wellbeing. Professional learning communities (PLCs) and staff meetings include discussions about SEL strategies and student progress. Parents and caregivers are engaged in workshops or communications about fostering emotional wellbeing at home.Schools collect data on student emotional and behavioral indicators to inform supports and interventions. Feedback from students, parents, and staff informs the refinement of strategies and programs. Success is measured through improvements in classroom climate, student engagement, and reductions in behavioral incidents. All staff receive training in trauma-informed practices, SEL, and culturally responsive approaches to student emotions. Teachers are equipped with strategies for de-escalation, conflict resolution, and supporting students in crisis situations.The school fosters a culture where all students feel safe, valued, and understood. Emotional supports are equitable, ensuring that vulnerable populations (e.g., students with disabilities, English learners, or experiencing trauma) receive targeted attention. Students experience a school environment where their emotional wellbeing is prioritized, allowing them to engage fully in learning. Teachers are confident and capable in guiding emotional development, and students develop self-awareness, resilience, and coping skills that support lifelong learning. 2025 - As we enter the new school year, we are already seeing that this is an area in which we cannot falter. Many students are already showing signs that their are needs in the personal and societal lives that need to be addressed at school. Our guidance counselor and social worker continue to meet with students to address their needs individually, in small groups and in larger, sometimes grade level groups. As with the rest of the nation, we have seen a greater increase in the numbers of children that need more specialized SEL services and we will			

	continue to learn and grow as their needs lead us.			
Actions		**0 of 4 (0%)**		
	-staff will participate in professional development to foster social and emotional development in efforts to support a caring and challenging school climate		Oliva Tate	04/22/2026
	-the guidance counselor or school social worker will meet with students who exhibit signs of emotional stress. They will provide students with strategies for understanding and managing their emotions.		Jaclyn Schwedler	04/22/2026
	- SEL professional development for all staff.		Jaclyn Schwedler	04/22/2026
	- meetings with the social worker and/or counselor to develop coping strategies		Karly Earp	04/22/2026

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:			2025 - Communication continued to be an important aspect of our family relationship with our students and their families. We continued to do many of the things that we have done in the past such as PTO, Parent Advisory, AG Night, Duke Science Night, Concerts, etc. During these events, parent and teacher expectations are exchanged. Finally, our continued partnerships with local churches is a foundation of our communities' commitment to our school. 2024 - During the previous year expectations for parents and students were set using PTO, Parent Nights, communication logs, and weekly school updates from the Principal. Parents participated in surveys and provided feedback on school events to help us better understand the parents expectations. We were able to implement a few new community/parent/student events this year such as Fall into Ag Night and Musical Concert which were a huge success. Duke Energy Science Night continued to be a family	Limited Development		

	favorite. CES partnered with local businesses and church groups to ensure equitable student access to back to school supplies, food and nutrition and other student needs.			
How it will look when fully met:	2025 - For the upcoming year, most of the same major community events are still planned. Fall Into AG Night, Duke Science Night, Various Concerts that throughout the year will involve every student in the school in some way. While these events highlight students, it also brings our families together to celebrate and applaud the hard work of the students and the staff. We will continue to provide parents/guardians with a weekly update on "happenings" at school. Teachers will continue to keep parent communication logs through spreadsheets, emails, REMIND, and other means of collecting data related to communication with parents directly. The calendar committee will plan events once a year to help eliminate scheduling conflicts as much as possible.		**Greta Thigpen**	**04/22/2026**
Actions				
	- Fall Into AG Night, will again be a huge community event with hands-on stations for attendees, local agricultural suppliers, fun agricultural events, information booths and curriculum information for specific grades available		Ann Albertson	04/22/2026
	- teachers will maintain updated communication logs		Ann Albertson	04/22/2026
	- musical performances will be presented by the music department for families and community members		Ann Albertson	04/22/2026
	- weekly school updates and reminders will be sent via text, video and email to parents		Brittany Knowles	04/22/2026
	-involvement of parents in school decisions that affect children and families through our Parent Advisory Committee and PTO		Christina Macleod	04/22/2026
	- create a year long plan for students, staff and community stakeholders.		Jessica Whitman	04/22/2026