

2025-26 School Improvement Plan

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

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

Goals:

- By the end of the 2025-2026 school year, KES will improve our school achievement score by 10% to 49.7.
- By the end of the 2025-2026 school year, Kenansville Elementary's discipline office referrals will be reduced by 10%, as compared to the 2024-2025 school year.
- By the end of the 2025-26 school year, KES will exceed school accountability growth.

! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>As of September 2025, KES has an established leadership team. This team is comprised of school administration, the guidance counselor, the social worker, the STEAMA curriculum facilitator, the ESL lead, an EC rep, and lead classroom teachers. This team meets twice a month during SIT and MTSS meetings. This team continues to work closely with district leaders (curriculum, EC, etc.) to continue to review and adjust our school-based practices.</p> <p>As of September 2024, KES will continue to intentionally meet as a School Improvement Team and as an MTSS team twice a month. Currently, KES is restructuring our core leadership team to include members from the EC department, the ELL department, as well as to include our new assistant principal. We are implementing a streamlined process of documenting areas of concerns for students to ensure the efficacy of our MTSS meetings. ELA teachers in grades K-8 will continue to meet monthly with the STEAMA Curriculum Facilitator to discuss effective implementation of new literacy curriculum and to</p>	Limited Development			

	review our literacy instruction to make certain we are continuing to utilize the most successful literacy instructional strategies.				
How it will look when fully met:	Principal, Curriculum Specialist, and Teachers continuously collaborate in weekly grade level meetings, bi-monthly Administration meetings, and monthly MTSS meetings to determine the best strategies for improving student achievement and growth.		Marketa Hargrove	05/01/2026	
Actions		3 of 6 (50%)			
	The School Improvement Team will meet monthly to review effective practices within the school.	Complete 05/01/2025	Gina Hardy	05/01/2025	
	MTSS Leadership team and grade level MTSS committees will meet monthly to investigate academic, social/emotional, and attendance data and to determine ways to help students become more successful.	Complete 05/01/2025	Nicole Williamson	05/01/2025	
	During the 2024-25 school year, the leadership team will meet at least twice a month to review, discuss, and collaboratively solve issues aimed at enhancing the overall success of Kenansville Elementary School.	Complete 05/01/2025	Michael James	05/01/2025	
	Establish a bi-monthly meeting schedule for the Leadership Team to review progress toward school improvement goals.		Rose Ingram	11/19/2025	
	Form subcommittees within the Leadership Team to examine specific focus areas and provide recommendations for continuous improvement.		Marketa Hargrove	12/19/2025	
	Leadership representatives will attend PLC meetings.		Shaunda Dugba	05/29/2026	
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:	As of September 2025, KES has an intentionally structured daily schedule that allows teachers the opportunity for consistent planning and grade-level meetings by having grade-level common planning times. Teachers are organized by grade level. Teachers in grades K-3 are self-contained and teach all instructional subjects. Teachers in grades 4-8 are departmentalized. We have scheduled monthly vertical PLCs to offer teachers opportunities to collaborate with other grade levels. KES has an established PTO with an active member serving as the PTO president. As of September 2024, KES has established and will continually utilize common planning periods amongst grade levels and	Limited Development			

	instructional teams. According to district guidelines, all staff are required to stay until 4:00 on Wednesday afternoons. This provides an extra opportunity for planning and meeting. The KES administrative team has shared a clear and consistent daily duties schedule.			
How it will look when fully met:	<p>Upon full implementation, KES will have well-organized teams amongst grade-levels and instructional teams with clearly communicated expectations and duties. Each team has a common planning period and meets regularly, including the district-wide expectation of meeting Wednesday afternoons until 4:00.</p> <p>Each grade level has a common planning period and meets weekly to discuss data, student progress and challenges, instructional strategies, etc. K-5 resource teachers do not have common planning times and have different planning times each day.</p>		Victoria Newkirk	05/01/2026
Actions		3 of 6 (50%)		
	Schedule common planning times for core teachers by grade level.	Complete 08/26/2024	Marketa Hargrove	05/01/2025
	KES will create and carry out a duty schedule that equally shares responsibility for a safe, fair, and equitable school environment.	Complete 05/01/2025	Michael James	05/01/2025
	The administration will develop and implement a master schedule that distributes responsibilities evenly to ensure a safe, fair, and equitable school environment.	Complete 08/26/2024	Marketa Hargrove	05/01/2025
	K-8 classroom teachers will meet monthly for vertical alignment meetings.		Victoria Newkirk	11/19/2025
	Develop and maintain a master schedule that includes dedicated, protected time for instructional planning		Kristen Pate	02/01/2026
	Provide ongoing support and guidance to ensure team meetings focus on standards alignment, student learning, and effective instructional practices		Marketa Hargrove	05/01/2026

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

<p>Initial Assessment:</p>	<p>As of August 2025, the administrative team actively monitors curriculum and classroom instruction through regular walkthroughs, observations, and review of lesson plans. Feedback is provided to teachers in a timely, clear, and constructive manner, with an emphasis on strengthening instructional practices, aligning lessons to standards, and supporting professional growth. These efforts ensure that teaching and learning remain focused, consistent, and responsive to student needs.</p> <p>As of September 2024, the KES administration team continues to hold classroom teachers to high standards in regards to classroom instruction. Administrators have organized processes for completing, storing, and sharing classroom lesson plans to increase teacher accountability and to facilitate a feedback loop between classroom teachers and school leadership. Each grade level and curriculum team has a common grade-level planning period, during which they are encouraged to collaborate with their peers and other school support staff to increase instructional effectiveness. Administrators continue to make frequent, brief classroom visits to remain visible in the instructional setting.</p>	<p>Limited Development</p>		
<p>How it will look when fully met:</p>	<p>Upon full implementation, KES administrators will complete thorough observations and frequent walk-throughs focused on areas of success and areas of growth. During post-observation conferences, administrators will provide accurate, effective, and constructive feedback in a timely manner. After these conferences, teachers will have a clear understanding of strengths and areas of growth to improve instruction. Administrative members are frequently and consistently present across the school building.</p> <p>When this objective is fully met, teachers will have participated in PLCs within their grade level weekly, PLCs with Administration/support staff, and participate in IABS meetings. The context of these meetings will provide teachers with increased knowledge of teaching and learning which will support effective teaching in the classroom as evidenced on End of Grade testing of at least 55.4% of students will be proficient on reading, math, and science EOGs.</p>		<p>Shaunda Dugba</p>	<p>05/01/2026</p>
<p>Actions</p>		<p>3 of 6 (50%)</p>		
	<p>KES leadership will complete 45-minute super observations of all certified staff, with timely organized pre-observation conferences, feedback, and post-observation conferences.</p>	<p>Complete 05/01/2025</p>	<p>Michael James</p>	<p>05/01/2025</p>
	<p>KES administration will complete appropriate evaluative observations of all certified staff and provide timely and productive feedback in an effort to improve classroom instruction.</p>	<p>Complete 05/01/2025</p>	<p>Marketa Hargrove</p>	<p>05/01/2025</p>

	Grade level teachers will meet with the MTSS teams monthly to discuss academics, attendance, and behavioral needs of at-risk students and plan interventions to address individual student needs.	Complete 05/01/2025	Kathryn Miller	05/01/2026		
	KES administrators and instructional leadership will complete frequent walkthroughs.		Marketa Hargrove	05/01/2026		
	Technology is accessed and utilized to conduct observations and provide timely feedback.		Victoria Newkirk	05/01/2026		
	KES administrators will provide timely, specific, and constructive feedback to teachers, including strengths and actionable strategies for improvement.		Rose Ingram	05/01/2026		
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
<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. 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 August 2025, our school, in partnership with the district, has clear systems in place to ensure we recruit and retain high-quality staff who are committed to student success. We follow established procedures for hiring that help us attract talented educators who share our school's mission and values. Once on staff, teachers and support personnel receive regular feedback through ongoing evaluations that highlight strengths and identify opportunities for growth. We also celebrate and recognize staff for their hard work and accomplishments, creating a culture where excellence is valued. When staffing changes are needed, we use fair and consistent processes to ensure students continue to have access to effective teachers and a stable learning environment. These procedures and protocols allow us to build		Limited Development			

	<p>and maintain a strong team focused on helping every student thrive.</p> <p>As of September 2024, KES continues to strive to create a warm, welcoming, and productive school environment by supporting our staff. The school leadership team continuously evaluates the dynamic of school staff and works to address areas of concern. Teachers are consistently evaluated using the NCEES system and are provided constructive feedback in a timely manner. Beginning teachers are supported by the DCS Beginning Teacher Support Staff, as well as the STEAMA Curriculum Facilitator. Support for this staff includes frequent check-ins, lesson planning assistance, and increased training on assessment administration and data review.</p>			
How it will look when fully met:	<p>Upon completion, KES has a clearly defined system of evaluating staff based on explicit guidelines and expectations. KES actively seeks out qualified and enthusiastic teacher candidates to fill missing positions. KES has consistent and effective protocols in place for encouraging and rewarding staff members, such as annual recognitions for Teacher of the Year, Employee of the Year, and Bus Driver of the Year. The school has strong ties with community partners to support in these efforts. KES will be strategic with financial planning to fund the hiring of additional teachers and other instructional personnel to support the needs of the school.</p>		Erica Levai	05/01/2026
Actions		1 of 3 (33%)		
	<p>Teacher leaders at KES will facilitate at least two professional learning sessions and collaboratively design, implement, and share innovative practices with the entire staff.</p>	Complete 05/01/2025	Nicole Williamson	05/01/2025
	<p>KES administrators will implement at least three targeted strategies to recruit, retain, and support the professional growth of staff.</p>		Erica Levai	05/01/2026
	<p>Teacher leaders at KES will facilitate professional learning sessions and collaboratively design, implement, and share innovative practices with the entire staff.</p>		Amber Craft	05/15/2026

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
Initial Assessment:	<p>As of August 2025, we regularly review both school performance results and classroom observation trends to get a clear picture of how our students are progressing and how instruction is</p>		Limited Development	
			Target Date	

	<p>supporting their growth. This information helps us celebrate what’s working well and identify areas where we can grow stronger. By using this data to guide our school improvement efforts and shape professional development for teachers, we ensure that our work is focused, intentional, and always centered on helping every student succeed.</p> <p>As of September 2024, KES continues to monitor a variety of school-wide aggregated data, including Edmentum Exact Path assessments, previous year EOG scores, mClass benchmark assessments, NC Check-ins, and classroom assessment data. School leadership and teachers continue to effectively drive student interventions and remediation decisions using the data provided from these assessments and frequently communicate the effect of these efforts during monthly MTSS meetings.</p>			
<p>How it will look when fully met:</p>	<p>KES will continuously monitor school, student, and aggregated classroom observation data. The School Improvement Team will analyze that data and make informed decisions regarding how to share the information with faculty and staff and discuss opportunities for professional development. During a faculty and staff meeting, we will share data and receive feedback that will assess where there are strengths to be celebrated and weaknesses to address. Teachers will participate in well thought out and purpose-driven professional development.</p> <p>The School Improvement Team will continuously monitor school, student, and aggregated classroom observation data. Based on the data, the School Improvement Team will analyze the data and make informed decisions regarding school improvement and professional development needs as evidenced in School Improvement Team minutes. Students will demonstrate academic growth.</p>		<p>Guenevere Boney</p>	<p>05/01/2026</p>
<p>Actions</p>		<p>2 of 5 (40%)</p>		
	<p>Regularly review school performance data (NC Check-in, mClass, common assessments) and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.</p>	<p>Complete 05/01/2025</p>	<p>Nicole Williamson</p>	<p>05/01/2025</p>
	<p>KES instructional and support staff will participate in online professional development on the Ellevate platform to support the learning needs of our ESL population.</p>	<p>Complete 05/01/2025</p>	<p>Margaret Coman</p>	<p>05/01/2025</p>
	<p>KES instructional and support staff will participate in online professional development on the Ellevation platform to support the learning needs of our ESL population.</p>		<p>Margaret Coman</p>	<p>02/10/2026</p>
	<p>Regularly review school performance data (NC Check-in, mClass, common assessments) and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.</p>		<p>Erica Levai</p>	<p>05/29/2026</p>

After reviewing school performance data a targeted plan with specific strategies will be implemented

Guenevere Boney

05/29/2026

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:

As of August 2025, our school uses a tiered instructional system to make sure every student gets the support they need to be successful. This approach provides a strong foundation of high-quality, evidence-based instruction for all students, while also allowing teachers to give additional help or enrichment based on individual needs. During WIN periods students who need extra support receive targeted small-group or individualized instruction, and those who are ready for more challenge are provided opportunities to extend their learning. By organizing instruction in this way, we ensure that every child is met where they are and given the tools and opportunities to grow.

As of September 2024, KES strives to implement an effective support system for all students, both socially, emotionally, academically and behaviorally. Monthly MTSS meetings are held to review student data and discuss students responses to intervention. We will also continue to facilitate open communication across all curricular departments, including curriculum, EC, ELL, and other support staff to ensure student success. Students are systematically reviewed and identified to receive Academically and Intellectually Gifted program services and are provided academic opportunities to support their individualized needs.

Limited Development

How it will look when fully met:

Upon full implementation, differentiated Tier 1 instruction specific to student needs will be integrated into daily instruction to provide an equitable education in the most inclusive environment possible. All students who meet the requirements for advanced learning opportunities, such as AIG and advanced math placement, will be provided challenging educational opportunities that fit their individual needs. During the Enrichment block in Grades 6-8, students who received advanced educational opportunities will use that time to complete extension activities using school-wide resources, i.e. MakerSpace, student clubs, Padcasting equipment. KES will implement grade-level and school-wide targeted intervention groups. These groups will be established using baseline data sources, such as mClass scores, PAST scores, CORE spelling scores, and math screeners. KES will be provided the supports and resources necessary to meet the needs of all students, K-8th

Kathryn Miller

05/01/2027

	grade, in all subject areas. Student progress will be monitored to determine the effectiveness of instructional strategies using district-wide progress monitoring measures. In turn, adjustments will be made as needed to fully address the learning needs of each student.			
Actions		6 of 8 (75%)		
	Grade level teachers will meet with the MTSS teams monthly to discuss academics, attendance, and behavioral needs of at-risk students and plan interventions to address individual student needs.	Complete 04/25/2024	Kathryn Miller	05/01/2024
	Instructional strategies are put in place to support academically gifted students.	Complete 05/01/2025	Alexandria Normile	05/01/2025
	After reviewing school performance data a targeted plan with specific strategies will be implemented	Complete 05/01/2025	Jansen Sholar	05/01/2025
	Select groups of ESL students will receive explicit literacy instruction using Tier 2 intervention program, UFLI, to increase literacy skills.	Complete 05/01/2025	Margaret Coman	05/01/2025
	Implement research based interventions used in the classroom to target individual student needs as defined by tiered instruction.	Complete 05/01/2025	Nicole Williamson	05/01/2025
	Incorporation of 2 intervention/enrichment periods in grades 6-8 daily schedule.	Complete 05/01/2025	Nicole Williamson	05/01/2025
	Implement research based interventions used in the classroom to target individual student needs as defined by tiered instruction during intervention time.		Tonda Strickland	05/26/2026
	Grade level teachers will meet with the MTSS teams monthly to discuss academics, attendance, and behavioral needs of at-risk students and plan interventions to address individual student needs.		Kathryn Miller	05/29/2026

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:		As of August 2025, at our school, teachers create safe, respectful, and productive learning environments by using effective	Limited Development		

	<p>classroom management strategies. Classroom rules and procedures are clearly communicated and consistently reinforced, with a strong emphasis on teaching expectations positively rather than solely correcting misbehavior. Students are explicitly taught the routines and behaviors that support learning, and teachers recognize and celebrate when students demonstrate these expectations. This proactive approach has helped to reduce major office referrals by 10%. We are hoping to be able to fully implement PBIS school-wide to further reduce misbehavior and the need for office referrals.</p> <p>As of September 2024, KES is continually monitoring the SEL needs of our students. Results from the Panorama survey, given in the fall and in the spring, will continue to drive strategies implemented for the SEL needs of our students. Teachers have developed classroom rules that correlate with school/district rules. They will continually monitor and adjust as needed. When classroom expectations are not met, students are given consequences from the teacher or administration. ISS and our support staff are available for students who need to be redirected due to behaviors/choices. KES will strive to implement restorative justice practices. When classroom behavior expectations are met, KES will continue to have PBIS celebrations.</p>			
How it will look when fully met:	When fully met, KES will have a safe and effective learning environment with decreased behavioral referrals and increased student productivity in the classroom. Educators Handbook data will demonstrate a decline in behavioral referrals from previous years. School-wide assessment data will demonstrate an increase in student academic performance. When this is fully implemented, every classroom will have the same expectations across the school and every student will be able to describe and adhere to those expectations.		Nicole Williams	05/01/2026
Actions		3 of 6 (50%)		
	KES is in partnership with Tarheel Human Services, P.C. to provide services to meet the Social and Emotional needs of students.	Complete 03/03/2025	Kathryn Miller	05/01/2025
	Teachers will log minor and major discipline referrals in Educators Handbook.	Complete 05/01/2025	Michael James	05/01/2025
	Teachers will create and implement lesson plans focused on classroom rules and expectations.	Complete 05/01/2025	Margaret Coman	05/01/2025
	KES will establish a PBIS committee to organize PBIS strategies school-wide and use a behavioral matrix to explicitly teach students behavioral expectations.		Mary Sumner	10/24/2025
	KES will implement PBIS strategies school-wide.		Nicole Williams	05/01/2026

		KES Middle Grades Student Council will plan and organize behavioral incentives for middle grades students.		Nicolette Barrett	05/01/2026
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of September 2025, all KES teachers have a PDP goal to design and deliver lessons that are fully aligned with the North Carolina Standard Course of Study (NCSCOS) to ensure instructional rigor, consistency, and improved student outcomes across all content areas.</p> <p>As of August 2024, KES continues to provide instructional teams across the school with the supports they need to effectively align their classroom instruction to DCS guidelines and data-driven best practices. All ELA teachers in grades K-8 have actively participated in professional development sessions to begin implementation of the new literacy curricula provided by Duplin County Schools (Open Court Reading in grades K-5, Study Sync in grades 6-8). Teachers have also been provided the physical student resources to support their classroom implementation of these curricula. K-8 science teachers have been provided professional development opportunities to support their instruction in the update NCSCOS Science standards. The STEAMA Curriculum Facilitator provides frequent check-ins with teachers to provide support in these academic areas and communicates needs and feedback to the district's curriculum team.</p>	Limited Development		
<i>How it will look when fully met:</i>		<p>When fully implemented, teachers will:</p> <ul style="list-style-type: none"> • be well versed in grade level content standards • collaboratively plan and pace their units of instruction • understand how the progression of skills are aligned from grade level to grade level in order to bridge curricular gaps. <p>Instructional teams consisting of teachers from subject areas and grade-levels will meet on a monthly basis to develop standards-aligned units of instruction.</p>		Nicole Williamson	05/01/2026
Actions			2 of 4 (50%)		
		Teachers will participate in departmental data review meetings after each NC Check-In to assess student mastery of standards based learning targets and discuss explicit actions to meet these academic needs.	Complete 05/01/2025	Shaunda Dugba	05/01/2025
		Duplin County Schools Instructional Resources will be used in planning for instruction.	Complete 05/01/2025	Samuel Davis	05/01/2025
		Each grade will collaborate monthly to look at standards alignment for instruction. They will also review formative and		Rachel Bostic	05/01/2026

	summative assessment data and discuss how they can improve instruction.			
	KES teachers will meet in vertical instructional teams.		Rachel Bostic	05/01/2026

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
<i>Initial Assessment:</i>		<p>As of September 2025, KES teachers and support staff collaborate to share student data, academic progress, and social-emotional information to ensure continuity of instruction. Through sharing MTSS data, targeted supports are provided for students identified as needing extra assistance, and ongoing monitoring ensures that transitions are smooth, minimizing disruption to learning and promoting student success.</p> <p>As of September 2024, KES teachers and staff strive to support students in transitions in their academic experience. At the end of the 2023-24 school year, our KES eighth graders participated in a tour of James Kenan High School to prepare them for their upcoming move to ninth grade. We are hosting an RTA Parent Meeting for our third grade parents to introduce them to the rigor and procedures involved in the implementation of the Read to Achieve legislation. We are planning to implement vertical alignment meetings this year to determine and address academic gaps in the curriculum.</p>	Limited Development		
<i>How it will look when fully met:</i>		<p>Upon full implementation, parents will have the information needed to help their students to succeed in the next grade level. KES will have the supports in place to share the goals and expectations with our school community.</p> <p>Teachers engage in cross-grade planning and collaboration to align standards with instruction across grades. Teachers develop a plan that implements, evaluates and describes the school's approach to fostering students from grade-to-grade and level-to-level. Students successfully complete their grade level and are prepared to transition to the next grade as well as a career path towards college.</p>		Nicole Williamson	05/01/2026
Actions			3 of 5 (60%)		
		KES will partner with Duplin Early College High School to support students in the transition from 8th grade to 9th grade. KES will host DECHS on campus to provide students the opportunity to access information about the Early College programs.	Complete 02/13/2025	Kathryn Miller	05/01/2025

	8th grade students will visit and tour the James Kenan High school. KES will actively promote and encourage attendance for rising high schoolers to attend the 8th Grade Parent Night at JKHS.	Complete 11/12/2024	Kathryn Miller	05/24/2025
	6th grade teachers will host a transition meeting for sixth grade parents to review the transition to middle school.	Complete 09/02/2025	Nicolette Barrett	09/02/2025
	Upcoming kindergarten students and parents will be invited to visit kindergarten classrooms during the spring to observe core instruction and daily practices.		Rachel Bostic	05/01/2026
	KES teachers will participate in vertical alignment curriculum meetings to discuss curricular expectations and gaps between grade levels.		Rachel Bostic	05/20/2026
D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>As of a September 2025, KES staff members have attended crisis training. Select staff members have participated in BTAM training and received SS-ARS certification. Students and staff have participated in monthly drills to ensure the safety of all. Staff, students and families continue to use the administration and support team to communicate, respond and support student emotional development.</p> <p>As of a September 2024, KES staff members have attended one crisis training. Students and staff have participated in monthly drills to ensure the safety of all. Staff, students and families continue to use the administration and support team to communicate, respond and support student emotional development.</p>	Limited Development 10/28/2021		
<i>How it will look when fully met:</i>	<p>Upon completion, KES will have a school culture and climate that embodies safety, security, and productivity. There are protocols and procedures in place to keep students and staff safe during the school day. KES fosters a positive social, emotional, and behavioral atmosphere. All stakeholders are united in their efforts to establish a conducive learning environment.</p> <p>Once these safety procedures are in place, KES will have the capacity to prevent unauthorized entry onto the premises. Additional safety measures will provide staff with more efficient accessibility methods for entering specific areas of the building, while maintaining the security required to ensure that the overall school environment is more secure and conducive to learning.</p>		Marketa Hargrove	05/01/2027
Actions		2 of 4 (50%)		

	Create and utilize a student support services referral form for teachers to triage and respond to student needs.	Complete 05/01/2025	Kathryn Miller	05/01/2025
	KES Behavior Threat Assessment Team Members participate in the NC Center for Safer Schools virtual School Behavioral Threat Assessment and Management Training in accordance with state law.	Complete 08/30/2024	Marketa Hargrove	05/01/2025
	KES will implement a restorative discipline approach to better support students with behavioral concerns and those in need of additional social-emotional learning (SEL) support. Our ISS coordinator will work closely with the support team to integrate SEL services, aiming to enhance overall student success.		Kathryn Miller	05/01/2026
	KES staff and students will participate in emergency drills to ensure smooth transitions in the event of an emergency.		Kathryn Miller	05/01/2026

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:	<p>As of September 2025, when students require additional support, teachers coordinate with counselors, support staff, and families to provide targeted interventions.</p> <p>As of September 2024, the faculty and staff of Kenansville Elementary School (KES) have participated in at least one safety and trauma-informed professional development session, helping to identify potential stressors that may directly impact student success. Moving forward, staff will continue to engage in trauma-informed training and integrate school-wide awareness initiatives to further enhance student outcomes and the overall culture at KES.</p>		Limited Development		
How it will look when fully met:	<p>Through the use of ongoing SEL PD and through SEL resources, all educators will understand students social/emotional concerns. Students will learn strategies for managing their emotions and be able to utilize these strategies appropriately. Staff members will assist and educate students about maintaining a healthy social/emotional well being. Full implementation will be reached when we have 0-student mental health referrals to an outside agency during one complete school year.</p>			Kathryn Miller	05/01/2026
Actions			2 of 5 (40%)		
	<p>With parental consent, students will receive a panorama survey (SEL assessment) twice a year. Data will help assess specific student needs and the possible SEL interventions needed.</p>		Complete 05/01/2025	Kathryn Miller	05/01/2025

	KES has partnered with Tarheel Human Services to provide behavioral therapy sessions to identified students weekly.	Complete 05/01/2025	Kathryn Miller	05/01/2025
	KES staff will consistently implement effective behavioral intervention strategies		Lindsey McLamb	05/01/2026
	MTSS core team will work collaboratively with classroom teachers to create explicit behavior intervention plans to provide behavior support in all areas of the school building.		Katelin West	05/01/2026
	KES will establish and implement a School Safety Action Plan to review subgroup data, identify inequities, and implement targeted interventions to decrease major behavioral incidents and, in turn, ensure educational equity for all students.		Nicole Williamson	05/25/2027
B1.05	The principal offers frequent opportunities for staff and parents to voice constructive critiques of the school's progress and suggestions for improvement.(5139)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>As of September 2025, the parent representative for the SIT has been elected for the school year. KES administrators have continued to meet regularly with PTO and a parent representative has been selected for the district advisory committee.</p> <p>As of September 2024, KES has increased its efficacy in communicating with parents and community stakeholders. The administrative team shares Connect-Eds with students and guardians at least weekly in an attempt to clearly and effectively communicate upcoming events and school-wide expectations. Administration facilitates open lines of communication with school staff by participating in frequent one-on-one conversations, as well as meetings with entire grade level teams.</p>	Limited Development		
<i>How it will look when fully met:</i>	<p>Upon full implementation, all stakeholders will have clear, consistent, and easily-accessible modes of communication with the administrative team at KES, including parent questionnaires, informative letters, ConnectEds, and conferences.</p> <p>Full implementation will be met when 80% of our parents and 100% of our staff members are able to voice and communicate constructive critiques of the school and operations.</p>		Marketa Hargrove	05/01/2026
Actions		2 of 3 (67%)		
	Staff feedback: Administration will create and provide a link to a Staff Feedback Survey on Google Forms. Staff responses will be shared with principal and assistant principal. Administration will respond to staff feedback accordingly (individually or whole group).	Complete 01/06/2025	Marketa Hargrove	05/01/2025

	KES will actively encourage the elected parent representative to attend and actively participate in SIT meetings and activities to increase opportunities for parent feedback.	Complete 09/11/2025	Margaret Coman	05/01/2025
	The principal will gather parent perspectives on school policies and programs, ensuring their voices are considered in decision-making processes during parent advisory meetings.		Marketa Hargrove	05/01/2026

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
<i>Initial Assessment:</i>		<p>As of September 2025, KES administration, support staff, and teachers places a strong emphasis on building partnerships with parents and guardians to support student learning. We regularly communicate our expectations for families and share guidance on how they can reinforce learning at home. Through newsletters, parent-teacher conferences, workshops, and digital communication platforms, we provide practical strategies and resources that help parents engage with the curriculum and support their child’s academic growth. By fostering clear, consistent communication and encouraging active participation in learning at home, we work together with families to create a strong foundation for student success.</p> <p>As of September 2024, KES administration, support staff, and teachers communicate expectations for students regularly with parents in multiple languages and formats. Conferences are held with parents as needed. ConnectEd phone messages are sent to inform stakeholders of events taking place at school and resources to help students at home. We are developing plans to increase our parent engagement by revamping our PTO and hosting additional curriculum nights and events for parents to participate.</p>	Limited Development		
<i>How it will look when fully met:</i>		When this objective is fully met there will be regular and meaningful two-way communication between home and school; responsible parenting; involvement of parents in student learning; involvement of parents in school decisions that affect children and families; parental training based on parents’ information need; collaboration with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning; and student health awareness among parents by addressing the need for health programs and student health services, which are linked to student learning. KES frequently communicates with		Nicolette Barrett	05/01/2026

parents/guardians about our mission, goals, and expectations of students and parents. Parents/guardians are aware of what they can do at home to support their children's learning and are actively involved in their student's learning.

Parents will have the opportunity to be actively involved in their child's education.

Actions

7 of 11 (64%)

Parent communication: Increase communication via conferences, ConnectEd, updated school and teacher webpages, and utilize technology to promote school functions and educate parents on how they can help their children.

Complete
05/01/2025

Margaret
Coman

05/01/2025

Principal will make ConnectEd phonecalls to communicate with local stakeholders.

Complete
05/01/2025

Marketa
Hargrove

05/01/2025

KES will provide various opportunities for parent meetings including: PTO Meetings, Open House/ Report Card Pick-up, and Parent/Teacher Conferences. Topics of interest will include student academic progress, special events, Title I, RTA, KES Report Card, advanced course placement parent meeting, AIG parent meeting, ESL parent night, Pre-K parent meetings, etc.

Complete
05/01/2025

Nicole
Williamson

05/01/2025

EC Teachers will provide opportunities to effectively communicate with the parents of SWD, to ensure that these parents have the resources needed to provide assistance with student-learning of curriculum at home.

Complete
05/01/2025

Veronica
Faison

05/01/2025

KES will post a monthly downloadable school newsletter to communicate between home and school, providing supports in responsible parenting, increasing involvement of parents in student learning, and supporting the involvement of parents in school decisions that affect children and families

Complete
05/01/2025

Marketa
Hargrove

05/01/2025

Parent Institute Newsletters will be funded through the Title I budget.

KES will host family spirit nights focusing on STEAMA curriculum: STEAMA Agriculture Festival in November and Science Night in April

Complete
05/01/2025

Gina Hardy

05/24/2025

Pre-k Staff meets with parents periodically for parent night meetings in which parenting and academic tips/resources are shared.

Complete
05/01/2025

Amanda
Baker

05/24/2025

KES will create a detailed Parental Involvement Plan that details expectations for parent conferences, parent communications, providing information in understandable language, and parent involvement opportunities.

Nicole
Williamson

10/20/2025

	KES will host a Parent Resource and Report Card pick-up night.		Catherine Sloan	10/27/2025
	Support staff and administration will continue to provide resources and trainings for parents and students, which will include setting high expectations and establishing routines for healthy living, as well as conduct home visits when needed.		Katelin West	05/01/2026
	KES communicates weekly with parents about schoolwide expectations, including behavior, attendance, and academics via phone call, e-mail, and text message.		Joy James	05/22/2026