

## 2025-26 School Improvement Plan

**Mission:** The mission of DECHS is to produce college-ready students prepared for a globally competitive 21st century.

**Vision:** The vision of DECHS is to create a nurturing environment where excellence is the norm.

**Goals:**

During the 2025-2026 school year, the school will increase its achievement score from 78% to 85.9% and increase ACT proficiency from 69% to at least 74%, and "Exceed" School Accountability Growth, by increasing school performance letter grade from 81(B) to at least 85 (A).

During the 2025–2026 school year, 100% of DECHS teachers will participate in professional development with the Research Triangle Institute (RTI) on Student-Centered Teaching Practices. The goal is to increase instructional rigor for AIG students while simultaneously raising expectations for all student subgroups, providing appropriate scaffolding to support middle- and lower-achieving students.

During the 2025-2026 school year, 100% of students will begin or continue working on the CAP Project with an assigned DECHS staff to discuss and document their pathway to applying to college and being career-ready. CAP stands for Comprehensive Academic Portfolio.



! = 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 2024, the MTSS team consisting of the principal, school counselor, social worker, and teachers meet monthly to discuss and implement interventions for students who are at risk due to attendance, academic progress, behavior issues, and/or social/emotional issues. The School Improvement Team (SIT) meets once a month to discuss data, budget and operational procedures. The SIT consists of staff, teachers, student and parent representatives. The Student Success Team (Principal, School, Counselor, and College Liaison) meets weekly to review college grades and create action steps for students.</p> <p>As of September 2025, the MTSS team consisting of the principal, school counselor, teachers, and</p>				

	social worker (if needed) meet every 3 weeks to discuss and implement interventions for students who are at risk due to attendance, academic progress, behavior issues, and/or social/emotional issues. The School Improvement Team (SIT) meets once a month to discuss data, budget and operational procedures. The SIT consists of staff, teachers, student and parent representatives. The Student Success Team (Principal, School Counselor, and College Liaison) continues to meet weekly to review college grades and create action steps for students to be successful in earning an associate degree. The Indistar Manager and Principal meets prior to SIT to ensure all information has been updated for the following meeting.			
<b>How it will look when fully met:</b>	The School Improvement Team (SIT) meets at least once per month to review and discuss school improvement planning. Prior to each SIT meeting, the Indistar Team convenes to analyze progress and recommend adjustments. An additional monthly meeting may be scheduled at the principal's discretion. Minutes from all meetings are recorded clearly and comprehensively, providing an accurate account of discussions for each agenda item. Evidence of full implementation includes meeting minutes uploaded or linked in the Manage Meetings section of NCStar. All meetings are also documented on the DECHS Calendar.		<b>Patrick Williams</b>	<b>05/05/2026</b>
<b>Actions</b>		<b>0 of 4 (0%)</b>		
	Team members will collaborate during scheduled MTSS/KID Talk meetings to update the Google Spreadsheet after each meeting, ensuring that 100% of Tier 2 and Tier 3 students have current data and documented interventions.		Patrick Williams	01/19/2026
	The SIT and Indistar Teams both meet monthly to review school goals and assess the progress being made toward achieving them.		Patrick Williams	03/24/2026
	The Student Success Team receives weekly JSCC Progress Reports. Parents are contacted, for support, during meetings to keep them abreast of students who do not have a minimum of a 70 in all college classes.		Patrick Williams	05/05/2026
	Team members will actively participate in scheduled meetings by reviewing data, sharing		Patrick Williams	05/05/2026

		strategies, and collaboratively developing action steps, with all decisions and contributions documented in meeting minutes.			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	<p>As of November 2024, teachers will meet to plan HERDS competitions with a STEAMA focus. Our STEAMA Facilitator will plan activities for students to participate in the building-level STEAMA Fair, district STEAMA fair, Regional and State Science fair.</p> <p>As of September 2025, leadership responsibility will be given to our Science Club to plan the building level STEAMA Fair with our STEAMA Facilitator that will be held at KES. Our STEAMA Facilitator will collaborate with the science fair participants during HERDS to prepare for building and district STEAMA Fair. Students will volunteer to plan school event in which a staff member has been selected to advise.</p> <p>Teachers will tune a lesson to enhance instructional practices in their classrooms. The lesson that is tuned will have the opportunity to be viewed via videotape in preparation for instructional rounds.</p>		Limited Development		
<i>How it will look when fully met:</i>	Teachers meet monthly to plan Herds activities, and content teacher meet monthly to plan cross curricularly. Full implementation includes planning that addresses students' socio-emotional needs, including mixed and grade-level activities.			Garrick Purdie	05/06/2026
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	A pair of teachers will plan and teach at least one cross-curricular lesson for the spring semester 2025 and fall semester 2026. The lesson plan document and lesson delivery will serve as evidence.			Garrick Purdie	02/15/2026
	Teachers meet monthly to schedule, plan, implement and review activities they are assigned to complete such as Agriculture Awareness Day, Black History Month, Pancreatic Awareness Month, Hispanic Heritage Month, etc.			Garrick Purdie	05/02/2026
	The science club will facilitate the organization of the building STEAMA TEAM. The building			Garrick Purdie	05/04/2026

	STEAMA Facilitator will work with students to host the school STEAMA Fair to help prepare for local, regional, and state science fairs.			
	All teachers and school counselor will engage in Lesson Tuning and Instructional Rounds. Teachers and School Counselor will use the ipad to videotape lessons. The lessons will be shown during Post Rounds so all teachers are viewing the same part of the lesson.		Garrick Purdie	05/05/2026

<b>Core Function:</b>	<b>Domain 1: Turnaround Leadership</b>
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<b>Effective Practice:</b>	<b>Practice 1B: Monitor short-and long-term goals</b>
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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
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<b>Initial Assessment:</b>	<p>As of September 2024, the principal completes classroom lesson walk-throughs bi-monthly on each teacher, using the walkthrough document. The principal provides constructive feedback on lesson plans for all teachers using a Google Form.</p> <p>As of September 2025, the principal is working to provide feedback on specific parts of lesson plans to help teachers strengthen instructional alignment, enhance student engagement strategies, and ensure that learning objectives, activities, and assessments are clearly connected.</p>	Limited Development		
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<b>How it will look when fully met:</b>	Principal completes frequent classroom visits using the walkthrough document or "Highlights and I Wonder" emails. The principal creates a lesson plan folder for teaches to upload lesson plans weekly.		Tanya Smith	05/20/2026
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<b>Actions</b>		<b>0 of 3 (0%)</b>		
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	The principal will provide feedback on specific parts of lesson plans (i.e, exit tickets, engaging activities, EQ format)		Tanya Smith	05/01/2026
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	The principal will complete the walkthrough form during class visits.		Tanya Smith	05/10/2026
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	The Principal will work closely with the BT Coordinator at the school and district level to support the BT in our building.		Tanya Smith	05/20/2026
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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
<b>Initial Assessment:</b>		<p>This indicator is at full implementation.</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		
<b>How it will look when fully met:</b>		Incentives will be provided to support student motivation as it has shown to be successful. A math tutor will be hired to support Math 1. School-wide college field trips will be planned for both semesters. Professional Development will be planned to enhance instruction to help meet our goal of earning an A this school year.		Carolyn Bacchus	12/10/2026
<b>Actions</b>			<b>0 of 5 (0%)</b>		
		CERT will be purchased and used to support ACT preparations.		Carolyn Bacchus	03/24/2026
		Professional Development related to instructional practices and artificial intelligence will be organized for staff.		Carolyn Bacchus	05/20/2026
		A math interventionist will be hired to support Math 1 students.		Carolyn Bacchus	05/20/2026
		School-wide college field trips will be planned by teachers. There will be a total of 4 field trips. Each student will sign up to attend. We will incorporate at least one new college.		Carolyn Bacchus	05/25/2026
		Incentives will be tied to meeting academic goals, Honor Roll/Principals List, ACT and EOC achievement targets and Perfect Attendance. Incentives will also recognize and reward		Carolyn Bacchus	10/10/2026

	demonstrated growth in these areas, according to our data.			
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<b>Core Function:</b>	<b>Domain 2: Talent Development</b>			
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<b>Effective Practice:</b>	<b>Practice 2A: Recruit, develop, retain, and sustain talent</b>			
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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
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<i>Initial Assessment:</i>	<p>As of September 2024 Duplin Early College High School will implement the district's Human Resources protocols for recruiting, evaluating, rewarding, and replacing staff.</p> <p>As of September 2025 Duplin Early College High School will continue to implement the district's Human Resources protocols for recruiting, evaluating, rewarding, and replacing staff. We currently have a science vacancy.</p>	Limited Development		
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<i>How it will look when fully met:</i>	When this objective is fully met all positions will be filled with certified staff and the staff hired will be retained. We currently have one unfilled vacancy due to financial constraints.		<b>Felicia Beddingfield</b>	<b>05/06/2026</b>
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<b>Actions</b>		<b>0 of 3 (0%)</b>		
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	Principal will meet with new ESL TA to create goals and actions steps for MLL students and establish a progress monitoring system. We will also collaborate to purchase resources that can be utilized.		Felicia Beddingfield	04/20/2026
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	Refresher Professional Development will be provided to all staff and school counselor to support instruction for MLL students that will be included with the Essential Practices for College and Career Ready Instruction Framework Professional Development.		Felicia Beddingfield	04/24/2026
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	Support for our BT will be provided through a school-based BT Program that includes instructional practices, strategies for using the pacing guide effectively, lesson planning, lesson tuning, and instructional rounds, and other BT county expectations.		Felicia Beddingfield	05/20/2026
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Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of September 2024, the school staff informally and routinely shares digital tools to enhance face-to-face instruction and communication with students and parents. Our school has partnered with RTI to provide networking and professional development opportunities on instructional practices. Teachers and school staff have selected professional development to attend on an individual basis according to need as well as content areas, including the School Counselor, and College Liaison. Teachers share their PD experience with the staff during the monthly PLC. Data Walk presentations will be scheduled twice this year, each teacher will share their data and receive feedback.</p> <p>As of November 2025 students will track their own growth using goal sheets, teachers will aggregate school assessment data, and receive targeted coaching from RTI to close instructional and academic subgroup gaps. Teachers will continue to participate in monthly professional development to enhance their instructional practices and share what they have learned when they return from visits.</p>	Limited Development		
<i>How it will look when fully met:</i>		Evidence of full implementation include School performance data, observation data, Design Principle rubric and NCEES to make decisions about School Improvement and Professional Development needs. The LEA/School will communicate data to all stakeholders on a regular basis. Incentives will be used to encourage effort on the assessments.		Russell Jackson	05/01/2026
<b>Actions</b>			<b>0 of 6 (0%)</b>		
		Teachers and school staff will collaborate to use EVAAS, Schoolnet, Data Walks, and Benchmark data in making school improvement decisions		Russell Jackson	04/20/2026
		Each teacher will attend an Innovative Practice session at another early college and share key takeaways with their colleagues during PLC meetings.		Russell Jackson	05/03/2026

	Students will use a goal setting sheet to monitor their assessment progress.		Russell Jackson	05/05/2026
	Teachers create tools for collaboration (eg. cross- curricular planning document, data walk form, parent contact form, MTSS-Kid Talk)		Russell Jackson	05/16/2026
	Teachers will complete EOC & ACT Spreadsheets monitor growth and proficiency according our data collection and data spreadsheet provided by Erica Jones.		Russell Jackson	05/20/2026
	Professional Development will be provided for teachers and school counselor to understand how to effectively use AI to plan instruction and include it in the classroom.		Russell Jackson	05/25/2026

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>As of September 2024 ,support staff and teachers communicate to ensure that instruction is appropriate for students impacted by mental health issues, academic struggles, or other external issues. The goal is to ensure that all students are successful. In addition, to improve instruction and focus on evidence-based practices, teachers will attend Professional Development to share new and evidence-based practices with peers.</p> <p>Student Success meetings are held weekly.</p> <p>Enrichment support is available during school. A Google Excel spreadsheet provides the names of students who receive enrichment during Herds for high school and college courses.</p> <p>PLC meetings are focused on MLL Students, Student Centered Instructional Strategies, Rigor, and Calling on Students, SchoolNet and Edmentum</p> <p>As of September 2025, teachers and support staff work collaboratively to design and deliver instruction that meets the diverse needs of all</p>	Limited Development		

	<p>learners, including those experiencing academic challenges, mental health concerns, or other external barriers. The focus remains on ensuring every student has the opportunity to achieve success. To strengthen instructional practices, teachers participate in targeted professional development that emphasizes evidence-based strategies and share effective approaches with colleagues to enhance classroom instruction. Student Success Meetings are conducted weekly to review student data, discuss interventions, and coordinate support across departments. Enrichment opportunities are offered during the school day, with a shared tracking document identifying students who participate in enrichment during Herds for both high school and college-level courses. Professional Learning Community (PLC) sessions center on improving outcomes for all subgroups, promoting student-centered instructional strategies, increasing academic rigor, and strengthening student engagement through active participation. SchoolNet, Edmentum, CERT data is used to inform planning and monitor student progress.</p>			
<p><b>How it will look when fully met:</b></p>	<p>Upon completion of this objective, documentation will reflect regular interactions between teachers, the principal, and support staff to address student needs and interventions. These records will also demonstrate how teachers are modifying instruction through the MTSS process, using both data and formal/informal meetings about student well-being to guide decisions. Additionally, monthly professional development sharing sessions will ensure that all teachers gain access to new, research-based instructional strategies. The focus and outcomes of these sessions will be recorded in School Improvement Team documents. When all teachers have attended and shared professional development, it will provide evidence of improved instructional practice and a commitment to powerful teaching and learning.</p>		<p><b>Patrick Williams</b></p>	<p><b>05/06/2026</b></p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
	<p>The teachers will implement MTSS and tiered instruction to support struggling students, collaborating with the school counselor and staff to develop intervention plans for Tier 2 and Tier 3 students. Meetings to review and update these plans will occur every three weeks, following the distribution of progress reports and report cards.</p>		<p>Constance Bracewell</p>	<p>05/19/2026</p>

	Teachers will meet with support staff at least bi-monthly to ensure instruction is tailored to students with diverse needs, including mental health considerations, strategies to address learning challenges, and appropriate differentiation or modifications.		Constance Bracewell	12/19/2026
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<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>			
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<b>Effective Practice:</b>	<b>Practice 3B: Provide rigorous evidence-based instruction</b>			
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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
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<b>Initial Assessment:</b>	<p>As of August 2024, teachers submit weekly lesson plans to plan daily class activities, using student learning styles to support and engage students in using a variety of different sources) to drive instruction, to ensure students keep up with and understand content. The school utilizes common practices (ex. make-up work policy, parent contact, MTSS Interventions, CIF and student centered instructional strategies).</p> <p>As of August 2025, students will be proficient on the ACT with the support of the CERT program practice for 11th graders. Non-ACT Teachers will embed ACT questions and lessons to help prepare 9th and 10th graders for the ACT. Teachers will assist students with time management and organizational skills by using a calendar to keep up with assignments. The outdoor classroom is still a project in progress. However, it is operational.</p>	Limited Development		
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<b>How it will look when fully met:</b>	Teachers ensure quality and uniformity across all grades. Weekly lesson plans are developed by all teachers which are aligned to standards, and include challenging learning activities for all students. Learning activities target instruction to each student's level of mastery. Administration regularly reviews lesson plans each week, and gives feedback as needed on specific components for reflection and improvement. Evidence of full implementation includes samples of Canvas pages, lesson tuning feedback, and PLC agendas.		<b>Michael Schramm</b>	<b>05/01/2026</b>
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<b>Actions</b>		<b>0 of 6 (0%)</b>		
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	CERT will be used as the platform for ACT Prep to meet schools' goal.		Michael Schramm	03/03/2026
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		Students are encouraged to use a planner to keep track of their assignments.		Michael Schramm	05/01/2026
		Teachers establish student roles when students are working collaboratively.		Michael Schramm	05/01/2026
		We will continue to furnish our outdoor classroom as a flexible alternative to enhancing the learning experience and mental health.		Michael Schramm	05/01/2026
		Students will participate in Duplin County School Agriculture Days. Teachers will host concurrent sessions to include presentations about agriculture production and consumption.		Michael Schramm	05/05/2026
		Teachers incorporate Revised Bloom’s Taxonomy and Depth of Knowledge levels to differentiate learning experiences and increase instructional rigor.		Michael Schramm	05/19/2026
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		<p>As of September 2024, Instructional teams are working together to co-design standards-aligned units of instruction, and collaboratively develop or identify high quality instructional materials for each learning activity to support student attainment of learning objectives. . Teachers utilize district-made curriculum tools (pacing and curriculum guides), to develop plans that are aligned with the level of rigor intended for each standard. Teachers are vertically articulating the learning targets with instructional rounds to ensure continuity between the grades and courses and sufficient coverage of the learning domains. Teachers also utilize SchoolNet for benchmark and interim testing. All teachers unpack benchmark data using an analysis document, EVAAS projections, and DPI Green book projections. In addition, all teachers document their growth in an internal spreadsheet to monitor growth throughout the semester.</p> <p>As of September 2025 all teachers submitted honors sample evidences for evaluation, with the expectation of meeting the honors requirement. Regular PLC meetings are scheduled by content area to discuss student</p>	Limited Development		

	centered teaching practices, data, and goal setting. All teachers will continue to unpack benchmark data using an analysis document, EVAAS projections, and DPI Green book projections. We will also use data analysis forms provide by the Curriculum Department.			
<b>How it will look when fully met:</b>	Using a standard template to ensure quality and uniformity across all grades, weekly lesson plans are developed by all teachers, aligned to standards, and include challenging learning activities for all students, we will achieve this by doing lesson tuning and instructional rounds every month. Learning activities target instruction to each student's level of mastery. Administration regularly reviews lesson plans each week, and gives feedback as needed for reflection and improvement. Evidence of full implementation includes samples of Canvas pages, lesson tuning feedback, agendas, and participation in the Early College Network events.		<b>Michael Schramm</b>	<b>05/01/2026</b>
<b>Actions</b>		<b>0 of 6 (0%)</b>		
	All teachers will display the I CAN statement(s) and Essential questions(s) on their classroom board for students to read. The statements are also visible, along with the lesson standards, on the teacher's Canvas page.		Michael Schramm	05/01/2026
	All teachers will participate in lesson plan tuning and instructional rounds for more robust powerful teaching and learning.		Michael Schramm	05/01/2026
	Teachers will participate with the Early College Network to improve the school's instructional practices through innovative study visits and virtual sessions.		Michael Schramm	05/01/2026
	Teachers will participate in professional development facilitated by RTI that include one on one coaching after monthly PLC Meetings.		Michael Schramm	05/10/2026
	Teachers will participate in AI Professional Development to utilize in their classroom for assignments and projects.		Michael Schramm	12/10/2026
	Teachers will collect and analyze data to determine student progress, and adjustments to instructions to meet the school's performance goal of an "A".		Michael Schramm	12/11/2026

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 2024 the school develops and implements consistent, intentional, and ongoing plans to support student transitions from one grade level to the next. Grade-level-specific topics are discussed in the classroom to assist in transitioning students, including college readiness testing and increased rigor in college courses. Students complete ACA 122 which includes developing a plan of study for the community college and a post-graduation plan. Ninth graders complete a freshmen elective course which assists with the transition into high school and the community college (AVID). Senior Seminar meets weekly with the school counselor to advise graduates throughout the senior year. The online facilitator is documenting meetings ( accountability sheet) that she has with students about their academic progress.</p> <p>We have added the CAP (Comprehensive Academic Portfolio) to support all students in preparing for college and careers</p> <p>As of September 2025, the students will begin or continue progress on their CAP project. Freshmen are enrolled in Freshman Seminar to support the transition to high school. Senior Seminar meets weekly with the school counselor to provide guidance and support to students throughout their senior year, preparing them to be college and career ready. The online facilitator and the college liaison continue to maintain an accountability log, documenting each meeting and tracking students' academic progress. Parent Information sessions will be held with each grade level.</p>	Limited Development		
<i>How it will look when fully met:</i>		The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level. The Leadership Team meets with students by grade level each semester to reinforce expectations, discuss policies, and encourage a strong academic pattern. Grade-		Willoughby Newcomb	05/06/2026

	<p>level-specific topics are discussed to assist in transitioning students, including college readiness testing and increased rigor in college courses. Sophomores complete ACA 122 which includes developing a plan of study for the community college and a post-graduation plan. Ninth graders complete a freshmen elective course which assists with the transition into high school and community college. Senior Seminar meets weekly with the school counselor to advise graduates throughout the senior year. Homeroom teachers and online facilitator meet one-on-one virtually or face to face with students weekly to support academic progress and meet high school planning milestones.</p>			
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<b>Actions</b>		<b>0 of 3 (0%)</b>		
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	<p>Parents meetings will be scheduled for students in each grade level to review pertinent information pertaining to that grade level</p>		Willoughby Newcomb	05/10/2026
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	<p>Sophomores though Graduating Seniors will continue working the CAP (Comprehensive Academic Portfolio) this school year. Freshmen will begin the process. This portfolio is designed to assist students in compiling pertinent information about themselves, that spans over their high school career to help them prepare for college/careers.</p>		Willoughby Newcomb	05/20/2026
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	<p>Students will continue to enroll in college courses through National Education Opportunity Network each semester. They will earn dual college credit from Ivy League schools.</p>		Willoughby Newcomb	05/21/2026
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<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>			
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<b>Effective Practice:</b>	<b>Practice 4A: Build a strong community intensely focused on student learning</b>			
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KEY	A4.06	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of August 2024, all teachers have access to social &amp; emotional learning resources provided by the district. Some teachers make use of outside resources that can assist students; we are working towards incorporating these on a regular basis. A school-based mental health provider comes on campus once a week . The district has partnered with Tar Heel Human Services to offer an in-school therapist free of</p>	Limited Development		

	<p>charge or sliding scale to students. Students can be referred to the mental health provider by teachers and staff when needed/necessary. MTSS meetings will be held to address individual student needs.</p> <p>Beginning August 2025, all teachers will have access to district-provided social and emotional learning (SEL) resources. In addition, some teachers utilize external supports that benefit students, and efforts are underway to integrate these more consistently. A school-based mental health provider will be available on campus once per week. Through a partnership with Tar Heel Human Services, students may also access an in-school therapist at no cost or on a sliding fee scale. Teachers and staff may refer students to the mental health provider as needed. MTSS meetings will continue to be used to review and address the individual needs of students.</p>			
<p><b>How it will look when fully met:</b></p>	<p>When this objective is complete, teachers implement SEL lessons in the classroom and discuss mental health topics in class. School counselor provides professional development for teachers regarding addressing students' emotional needs in the classroom, as well as provides a list of resources for teachers to share with students. Advisory activities are catered to emotional, social, and personal issues that are developmentally appropriate. Mental health and other community resources are readily available. All students feel comfortable asking for help from at least one adult in the building. KidTalk protocol has been implemented and successful in assessing individual student's needs.</p>		<p><b>Willoughby Newcomb</b></p>	<p><b>05/06/2026</b></p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
	<p>Teachers and school counselor will utilize the revised KidTalk protocol during PLCs to identify and discuss individual students' emotional, personal, and social needs as they relate to the classroom.</p>		<p>Willoughby Newcomb</p>	<p>05/01/2026</p>
	<p>The school counselor will share social-emotional resources with the staff to support students in the classroom.</p>		<p>Willoughby Newcomb</p>	<p>05/19/2026</p>
	<p>The principal and school counselor continue to greet students in the morning as they enter the building and they hear during the announcements daily how loved they are and they belong at the Early College. This helps to</p>		<p>Willoughby Newcomb</p>	<p>05/21/2026</p>

	support a nurturing environment for students who may be impacted by external, academic or SEL challenges.			
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<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4C: Engage students and families in pursuing education goals</b>
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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
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<b>Initial Assessment:</b>	<p>As of September 2024 DECHS Parent Teacher Organization (PTO) is currently active and is planning events that will enhance relationships with parents and our community.</p> <p>The Title I Parent Meeting was held on September 14, 2024. The Parent Compact has been sent home.</p> <p>As of September 2025 DECHS Parent Teacher Organization (PTO) continues to be active and is planning events that will enhance relationships with parents and our community.</p> <p>The Title I Parent Meeting will be held in November 2025. The Parent Compact has been sent home.</p> <p>Parents/guardians are invited to attend Open House/Report Card Pick-up nights twice per year. Parents are also invited to a STEAMA Fair Night hosted by students, teachers, and staff and to College Decision Day. They are also invited to all student organized events (i.e., Hispanic Month, Pancreatic Cancer Awareness, Black History).</p>	Limited Development		
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<b>How it will look when fully met:</b>	When this objective is fully met there will be an increase in parent involvement throughout each grade level.		<b>Tanya Smith</b>	<b>05/06/2026</b>
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<b>Actions</b>		<b>0 of 7 (0%)</b>		
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	Parents and students collaborate with community agencies to increase mental health support (TarHeel), civic duty opportunities (Teen Court), financial aid information (FAFSA-JSCC), and academic support (JSCC).		Tanya Smith	05/01/2026
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	Each teacher will set a up a two-Way communication tool (Remind) to communicate with parents.		Tanya Smith	05/05/2026
	Virtual Parent Meetings will be held, at least once per year.		Tanya Smith	05/10/2026
	Teachers and staff will communicate with parents and families via email, hand-outs, phone calls, Connect Ed, and school website. A communication log will be kept by each staff member.		Tanya Smith	05/21/2026
	Student Success Meetings are held weekly and parents are notified to discuss an action plan for improving grades.		Tanya Smith	05/21/2026
	DECHS will establish a partnership with one local business.		Tanya Smith	05/30/2026
	Parental meetings will be held with current sophomore parents to explain and provide the option for students to graduate in 4 years.		Tanya Smith	10/20/2026