Rose Hill-Magnolia Elementary School

2025-26 School Improvement Plan

Mission: The mission at Rose Hill-Magnolia is to empower our students to be contributing members in a global society of the future.

Vision: The vision for Rose Hill-Magnolia is to create a nurturing culture of academic excellence by providing rigorous, engaging instruction with the necessary supports for students and staff to excel.

Goals:

Through Redefined Professional, Purposeful Design, and Powerful Teaching and Learning, RHM will exceed expected growth and increase our School Achievement Score to 30.9 which is a 10% increase.

Through Purposeful Design and Personalization, RHM will decrease student discipline referrals by 25%.

RHM will increase EL progress by 25% to achieve 28.5%.

! = Past Due Objectives | KEY = Key Indicator

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	**Practice 1A: Prioritize improvement and communicate its urgency**			
A2.01	**Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	There is currently a schedule to implement Instructional Team meetings for optimal student growth.	Limited Development		
How it will look when fully met:	Agenda will show meetings with times and dates and any updates to curriculum and testing.		**Lillie Lanier**	**06/19/2026**

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:	As of September 2025, RHM is in a state of transition and will update this goal at a later point in time. As of October 2024, RHM administrators are completing super observations for all certified staff members. One to three additional formal observations will be completed for each certified	Limited Development		

	staff member by the end of the year. Regular informal walkthroughs and attendance at PLCs are other opportunities to provide timely feedback and support.			
How it will look when fully met:	In addition to the required observations in NCEES, administration will visit classrooms weekly to monitor curriculum and classroom instruction in order to provide consistent feedback for continued improvement.		**Cary Powers**	**06/19/2026**
Actions		**0 of 2 (0%)**		
	Regular formal and informal classroom observations will be completed by administration and feedback will be given to teachers.		Janice Wynn	05/01/2026
	Administration will attend weekly PLCs to observe and support implementation of county instructional resources and pacing guides.		Janice Wynn	05/31/2026

	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.	Full Implementation		

Core Function:	**Domain 1: Turnaround Leadership**			
Effective Practice:	**Practice 1C: Customize and target support to meet needs**			
B2.01	**School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	As of October 2025, RHM continues with it's work to improve school culture. As of October 2024, we have established a SIT sub-committe to promote and support the physical, social, emotional and behavioral health of all school personnel. Other avenues to address improved school culture and teacher well-being are being explored. Some ideas include fitness challenges,	No Development		

	intentional and regular team-building activities, and meaningful appreciation and recognition efforts.			
How it will look when fully met:	RHM will experience increased teacher morale, reduced absenteeism, reduced turnover, and higher levels of general well-being and ability to handle job-related stress. As we proceeded through the year implementing various well being activities; participation increased.		**Donna Nicholson**	**05/01/2026**
Actions		**1 of 2 (50%)**		
	Create a SIT sub-committee for Staff Well-Being to address this indicator.	Complete 05/01/2024	Donna Nicholson	05/01/2024
	We will meet regularly to plan and carry out seasonal activities for staff.		Donna Nicholson	05/01/2026

Core Function:			**Domain 2: Talent Development**			
Effective Practice:			**Practice 2A: Recruit, develop, retain, and sustain talent**			
		C1.06	**The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			As of October 2025, there is a schedule for mentors/mentees to meet. There are county guidelines as well for meetings throughout the school year.	Limited Development		
How it will look when fully met:			Agendas and meeting notes will show a supportive and engaging learning atmosphere for our beginning teachers.		**Donna Nicholson**	**05/01/2026**

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:			As of October 2025, we are in a transition for data keeping. Our BOY testing is complete and preparations are ongoing for the next rounds of NC CheckIns. As of October 2024, we have completed K-3 BOY mClass data reviews and created Individual Reading Plans and determined small groups for intervention	Limited Development		

	as well as enrichment. Grades 4-8 will take Reading and Math NC Check-ins later this month and we will have data reviews to determine standards mastery and use EVAAS projections to create individual student growth and/or proficiency goals. There will be subsequent data reviews throughout the year after the administration of benchmark assessments.			
How it will look when fully met:	Data will be used for all school improvement decisions - scheduling, staffing, student placement, resource allocation, professional development.		**Lillie Lanier**	**05/01/2026**
Actions		**0 of 4 (0%)**		
	Teachers in grades 4-8 will use NC Check-In data to monitor student progress towards standards mastery.		Lillie Lanier	05/01/2026
	The Leadership Team will analyze formal and informal classroom observation data to identify individual, group, or school-wide professional development.		Cary Powers	05/01/2026
	K-4 teachers will use mClass BOY, MOY, and progress monitoring data to inform small group targeted instruction.		Michael Sherrill	05/01/2026
	The SIT will analyze summative data to identify and plan for underperforming subgroups.		Janice Wynn	05/01/2026
C2.02	**ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	All required documentation for teachers is completed in a timely manner.	Full Implementation		

Core Function:	**Domain 3: Instructional Transformation**			
Effective Practice:	**Practice 3A: Diagnose and respond to student learning needs**			
A3.05	**The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Testing through NC Check-Ins, Schoolnet, and MClass are done throughout the school year and data is reviewed during PLCs and Curriculum meetings.	Full Implementation		

	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 October 2025, we are in a major shift and transition due to budget cutbacks and loss of staffing. This will be updated when possible. As of October 2024, RHM continues to focus on rigorous, differentiated, grade-level core instruction following DCS pacing guides, NCDPI Unpacking Documents, and utilizing DCS resources. Analyzing multiple sources of data to include mClass, Edmentum, NC Check-Ins, common and classroom assessments, teachers are able to identify students that are not responding to core instruction relevant to their peers. Tier 2 students are provided 75-90 minutes per week of targeted support at their weakest skill to address the deficits keeping them from accessing grade level content. Teachers provide these Tier 2 interventions during our daily W.I.N. period. Students not making progress after 6-12 weeks of Tier 2 interventions may be escalated to Tier 3 interventions 150 minutes per week. The MTSS process continues to have a slower start than anticipated this year without a full-time coordinator.	Limited Development		
How it will look when fully met:			80% of students will respond to differentiated core instruction and perform at or above grade level, 15% will require Tier 2 interventions and 5% will require Tier 3 interventions to show growth towards grade level standards. 100% of teachers will implement the MTSS process with fidelity.		**Michael Sherrill**	**05/01/2026**
Actions				**0 of 6 (0%)**		
			K-5 teachers will utilize Heggerty and Open Court with fidelity to improve phonemic awareness, phonics, fluency, and comprehension instruction at the core level.		Michael Sherrill	05/01/2026
			General education teachers will collaborate regularly with EC and ESL teachers to ensure identified students are receiving adequate supports in both settings to show growth in the general content standards.		Lillie Lanier	05/01/2026
			Teachers will analyze data from universal screeners, benchmarks, and common assessments to identify students not showing growth towards grade level standards.		Michael Sherrill	05/01/2026

	Teachers will provide approved Tier 2 interventions for specified students 75-90 minutes per week.		Michael Sherrill	05/01/2026
	Teachers interventionists will provide research-based interventions for specified Tier 3 students 150 minutes per week.		Michael Sherrill	05/01/2026
	ESL instructors will use ACCESS data to form groups and consistently provide targeted pull-out and push-in services.		Michael Sherrill	05/01/2026

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 October 1, 2025, the S.O.A.R. behavior matrix and corresponding lessons have been taught through presentations by Lillie Lanier and Michael Sherrill. S.O.A.R. visuals are posted in key locations around the campus. Educators Handbook continues to be the platform for office and classroom referral to document offenses and consequences. We have begun the data keeping in Infinite Campus as well. This data is used to identify and address trends across the school. Teachers continue to need support in classroom management strategies and students who would do best with alternate educational settings. As of September 25, 2024, the S.O.A.R. behavior matrix and corresponding lessons have been taught. S.O.A.R. visuals are posted in key locations around the campus. Educators Handbook continues to be the platform for office and classroom referral to document offenses and consequences. This data is used to identify and address trends across the school. Teachers continue to need support in classroom management strategies.	Limited Development		
How it will look when fully met:	100% implementation of PBIS is occurring through all grade levels. School wide rules across all grade levels are aligned with the SOAR areas. We have observed a decrease in the number of repeat offenders, and also a decrease in the number of office referrals. All teachers are using the same data collection method, and are offering consistent rewards and consequences to our students.		**Shaquetta Hall**	**05/23/2026**
Actions		**2 of 6 (33%)**		

	Rose Hill-Magnolia will have a team of educators trained in CPI. RHM will have a team member located on each hall.	Complete 05/30/2024	Shannon Jackson	02/14/2025
	More visuals will be posted around the school of expected behaviors in specific locations - i.e. hallway, bathroom, cafeteria. Picture Symbols will be added to the PBIS Matrix.	Complete 10/01/2025	Shannon Jackson	05/23/2025
	The PBIS team will plan quarterly celebrations with explicit prerequisites to participate.		Shaquetta Hall	05/01/2026
	A classroom management strategy/scenario/highlight/challenge will be presented at each faculty meeting for collaborative discussion.		Michael Sherrill	05/01/2026
	Grade level assemblies will be held to review schoolwide behavior expectations, rewards, and consequences.		Michael Sherrill	05/23/2026
	Administrators and support staff will review Educators Handbook data monthly to identify discipline trends and problem-solve strategies for improvement.		Michael Sherrill	05/23/2026
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:	As of October 2024, in addition to all efforts listed below, 6-8 Math, 6-8 ELA and 5-8 Science/Social Studies PLCs are meeting at least monthly to dig deeper into their content and vertical alignment. This is already proving beneficial for our alternatively licensed beginning teachers to learn their content. In addition to weekly grade level PLCs, Curriculum Updates/Reviews are held monthly with each grade level. Grade levels or departments will have 2 full days of data analysis and collaborative planning led by our STEAMA Curriculum Facilitator. There is an increased emphasis on utilizing NCDPI's Unpacking Documents and DCS Pacing Guides while planning during PLCs to ensure teachers understand exactly what students must know and do to master each standard.	Limited Development		
How it will look when fully met:	Instructional teams will have a deep understanding of their standards and exactly what students need to know and do to demonstrate mastery. Teachers		**Lillie Lanier**	**05/01/2026**

	will understand where their content falls in the vertical progression of the standards. They will prioritize the most critical standards for their grade level and content area. They will effectively collaborate to plan and implement grade level standards- aligned instructional units. Units will include clear learning targets, opportunities to build background knowledge and teach vocabulary, rigorous and engaging learning activities, differentiation for diverse learners, and meaningful formative and summative assessments.			
Actions		**2 of 3 (67%)**		
	In addition to weekly grade level planning, middle school teachers will participate in departmental PLCs at least once per month.	Complete 05/23/2025	Lillie Lanier	05/01/2025
	Grade levels will participate in weekly PLCs to plan rigorous, differentiated, grade-level core instruction.	Complete 12/01/2021	Michael Sherrill	05/01/2026
	All teachers will follow DCS pacing guides and NCDPI Unpacking Documents and utilize DCS curriculum resources with fidelity.		Michael Sherrill	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**
Initial Assessment:	As of October 2025, RHM has had a successful staggered enrollment for Pre-K and K students. We will continue to be more thoughtful and strategic in the spring to plan for second graders to exit the primary grades and enter the world of EOGs and for fifth graders to enter the world of middle school. Eighth graders have visits from high school counselors as well as visit their assigned high school campus in the spring of the 24-25 school year. Some grade levels send out, with 4th quarter report cards, an introduction to the next grade, along with a supply list for the upcoming school year. As of October 2024, RHM has had a successful staggered enrollment for Pre-K and K students. We will be more thoughtful and strategic in the spring to plan for second graders to exit the primary grades and enter the world of EOGs and for fifth	Limited Development		

	graders to enter the world of middle school. Eighth graders have visits from high school counselors as well as visit their assigned high school campus in the spring of the 24-25 school year.			
How it will look when fully met:	Well-planned transition activities will exist for PreK to K, 2nd to 3rd, 5th to 6th, and 8th to 9th. Students and parents will receive information about grade level expectations and curriculum to increase confidence and excitement about their educational continuum.		**Michael Sherrill**	**05/01/2026**
Actions		**2 of 5 (40%)**		
	8th grade students will attend a field trip to tour their new high school and will be encouraged to attend Summer Bridge.	Complete 05/16/2025	Janetta McCullen-Judge	05/01/2025
	8th grade students will choose 4 year high school pathways to align with NC graduation credits of 22.	Complete 05/16/2025	Janetta McCullen-Judge	05/01/2025
	Each Second-grade class will partner with a third grade class for student led conversations about 3rd grade expectations.		Marlyn Richards	05/01/2026
	An "in school" field trip for rising 6th-grade students to tour the middle school and meet 6th-grade teachers.		Takiyah Warren	05/01/2026
	Pre-K teachers will collaborate with Kindergarten teachers to host an orientation meeting for parents of students who will be moving up to kindergarten.		Shaquetta Hall	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:	As of October 2025, a designated time for Social Emotional Learning is built into the master schedule for grades K-5. We continue to look for ways to systematically include this kind of instruction in grades 6-8, where we are still more reactive than proactive. Counselors provide grade level lessons on a variety of topics and individual classroom lessons as needed. Small group counseling sessions are still not implemented to the level we desire. We partner with Coastal Horizons, ECU and UNC telehealth and	Limited Development		

	other outside organizations to meet intense needs for identified students. As of October 2024, a designated time for Social Emotional Learning is built into the master schedule for grades K-5. We have also added an additional resource class for K-5 students called TeamBuilding that includes lessons on social skills, teamwork, collaboration, and emotional regulation. We continue to look for ways to systematically include this kind of instruction in grades 6-8, where we are still more reactive than proactive. We do have a robust check-in system for identifed students in grades 6-8 that provides daily encouragement and relationship building with a trusted adult. Counselors provide grade level lessons on a variety of topics and individual classroom lessons as needed. Small group counseling sessions are still not implemented to the level we desire. We partner with Coastal Horizons, ECU and UNC telehealth and other outside organizations to meet intense needs for identified students.			
How it will look when fully met:	Social-emotional skills instruction will be as explicit and valued as academic instruction. Staff will be proactive rather than reactive when responding to students' emotional needs. Students will be able to identify a range of emotions, triggers, and self-regulation strategies.		**Shaquetta Hall**	**05/23/2026**
Actions		**2 of 3 (67%)**		
	Teachers, in conjunction with the Student Support Team, will begin to develop routines to implement social-emotional instruction on a regular basis.	Complete 05/01/2025	Shaquetta Hall	05/01/2024
	Teachers and counselors will implement a variety of age-appropriate social-emotional activities to help students learn to recognize and manage their emotions, resolve conflicts, and build healthy relationships.	Complete 05/01/2025	Janetta McCullen-Judge	05/23/2025
	The Student Support Team will analyze discipline data, teacher referrals, and survey results to develop robust action plans to address students' emotional needs.		Shaquetta Hall	05/23/2026

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**	**Implementation Status**	**Assigned To**	**Target Date**

	and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)			
Initial Assessment:	As of October 2025, RHM will continue its goals. As of September 2024, RHM will plan a Parent Involvement Night which will include Report Card pick up as well as Curriculum Standards and expectations for academic and behavior for each grade level. The first Parent Involvement Night will be scheduled for October 28, 2024. Parents will pick up Report Cards from Classroom Teachers and if applicable will receive an invitation to the quarterly award ceremony. RHM has plans for the second Parent Involvement Night on January 13, 2025. RHM has plans for the third Parent Involvement Night on April 11, 2025 when progress reports will be picked up.	Limited Development		
How it will look when fully met:	RHM parents and staff will be true partners in education. A welcoming physical environment, weekly phone calls and Parent Involvement Nights will empower parents to be involved and to have the tools they need to help their students at home. RHM behavior and high expectations will be communicated to the parents during these meetings. Parent and student accountability for the academic and behavior development of all students, as well as transparency and trust will continue to grow.		**Janice Wynn**	**05/01/2026**
Actions		**1 of 5 (20%)**		
	Plan fall, winter, and spring curriculum night/family engagement activity to inform parents about grade-level specific standards and expectations while simultaneously building relationships.	Complete 05/01/2025	Family Engagement Team	05/01/2025
	Continue school-wide weekly phone call to provide timely and ongoing information.		Janice Wynn	05/01/2026
	Regularly update the school website to include the calendar of events, resources for parents, and teacher webpages.		Marlene Kilpatrick	05/01/2026
	The school's support team will collaborate with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning (e.g. Tarheel Therapy, New Dimensions, Building Peace, Golden Eagles, Teen Court, TeleHealth with ECU).		Tina Pitts	05/01/2026

	The school will promote student health awareness among parents by addressing the need for health programs and student health services, which are linked to student learning (e.g. dental screening, vision, and hearing screening, and telehealth).		Tina Pitts	05/01/2026