

## Comprehensive Progress Report

**Mission:** A school community - Committed to excellence

The success of Wallace-Rose Hill High School is founded in student achievement. When students and adults share the responsibility for continued growth, improvement is apparent. Our success as a community is founded on a school that fosters the development of mature, educated, responsible, and ethical citizens that strive to:

**Vision:** Do their best!

Do what's right!

Treat others as they want to be treated!

**Goals:**

Wallace Rose Hill will use the Common Instructional Framework, instructional rounds, and STEAMA learning principles to refine instructional practices in order to achieve 51% overall proficiency, exceed growth, and achieve 50% proficiency (Exceed Growth) in English II, 50% proficiency in NC Math 1 and NC Math 3 (Exceed Growth), 52% proficiency (Exceed Growth) in Biology and meet state targets for subgroups.

Wallace-Rose Hill will raise the average SAT score to 990 and the ACT score to 51% of the students achieving proficiency (17.0 or above) and increase the number of students taking AP courses by 10%. Wallace-Rose Hill will increase the graduation rate to 88% and increase Work Keys to 72%.

100% of the Wallace-Rose Hill teachers will integrate lessons that are directly related to the school's STEAMA themes throughout the 2020-2021 school year.



! = Past Due Objectives      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of September 2020, teachers submit lesson plans via Canvas, reflecting the use of Common Instructional Framework which is reviewed by the administration on a weekly basis. These plans reflect an emphasis on vocabulary. Teachers share instructional strategies and data from SchoolNet common assessments and benchmarks (when applicable) during PLCperiods. Technology will be used to support instruction (i. e. Aleks & Read Theory). Formal and Walkthrough	Limited Development 07/20/2018		

	<p>Observations will provide teachers with feedback. Data will drive staff development needs.</p> <p>As of September 23, 2019, teachers submit Weekly Lesson Plans (via Google Classroom), reflecting the use of the Common Instructional Framework which is reviewed by the administration on a weekly basis. These plans reflect an emphasis on vocabulary. Teachers share instructional strategies and data from SchoolNet common assessments and benchmarks (when applicable) during PLC/planning periods. Technology will be used to support instruction (i. e. Aleks &amp; Read Theory). Teachers will utilize Lunch &amp; Learn to accelerate and remediate. Formal and Walkthrough Observations will provide teachers with feedback. Data will drive staff development needs.</p>			
<b>How it will look when fully met:</b>	<p>By the end of the 2020-21 school year, Wallace Rose Hill will use the Common Instructional Framework, instructional rounds, and STEAMA learning principles to refine instructional practices in order to achieve 51% overall proficiency, exceed growth, and achieve 50% proficiency (Exceed Growth) in English II, 50% proficiency in NC Math 1 and NC Math 3 (Exceed Growth), 52% proficiency (Exceed Growth) in Biology and meet state targets for subgroups.</p>		<b>Laterri Underwood</b>	<b>05/01/2021</b>
<b>Actions</b>		<b>0 of 8 (0%)</b>		
11/3/20	Increase faculty focus on WIDA standards that affect all ESSA subgroups.		Laterri Underwood	05/01/2021
<i>Notes:</i>				
11/3/20	Utilize Instructional Rounds at least twice per semester.		Laterri Underwood	05/01/2021
<i>Notes:</i>				
11/3/20	Teachers will submit weekly lesson plans using Google Classroom.		Laterri Underwood	05/01/2021
<i>Notes:</i>				
11/3/20	Teachers will administer bi-weekly Schoolnet/standard-based assessments and district level benchmark assessments to assess student learning and drive future instruction.		Laterri Underwood	05/01/2021
<i>Notes:</i>				

11/3/20	Lunch and Learn will be used for acceleration and remediation of students.		Laterri Underwood	05/01/2021	
<i>Notes:</i>					
11/3/20	Teachers will emphasize academic vocabulary and strategies for teaching vocabulary school-wide in all content areas.		Laterri Underwood	05/01/2021	
<i>Notes:</i>					
11/3/20	Teachers will integrate reading, writing, and diverse strategies/activities in their lessons.		Laterri Underwood	05/01/2021	
<i>Notes:</i>					
11/3/20	Teachers will update pacing guides to align instruction with course goals and objectives.		Laterri Underwood	05/01/2021	
<i>Notes:</i>					
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		As of September 2020, staff will follow a behavior flow-chart aligned to the IABS model.  As of August 2019, staff will follow a behavior flow-chart aligned to the IABS model.	No Development 09/15/2017		
<b>How it will look when fully met:</b>		By the end of the 2020-21 school year, through the IABS framework, a reduction in punitive disciplinary actions will decrease missed time in class. Student engagement and motivation will increase.		<b>Brittany Knowles</b>	<b>05/01/2021</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
11/3/20	Implement a student expectation matrix.		Brittany Knowles	05/01/2021	
<i>Notes:</i>					
11/3/20	Each semester, an Honors Assembly will be held to acknowledge students' academic, social, and behavioral milestones.		Brittany Knowles	05/01/2021	
<i>Notes:</i>					
11/3/20	Character Trait Focus(es) on predetermined PBIS social characters to be presented/facilitated during Advisory.		Brittany Knowles	05/01/2021	
<i>Notes:</i>					

**Core Function:** Dimension A - Instructional Excellence and Alignment

**Effective Practice:** Curriculum and instructional alignment

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		<p>As of September 2020, pacing guides do exist and are aligned with CC/NC Essential Standards (<a href="https://www.duplinschools.net/Page/17359">https://www.duplinschools.net/Page/17359</a>). With the district having pacing guides aligned with CC &amp; NC Essential Standards, implementing instruction is often dependent upon resources that are either outdated, limited or nonexistent.</p> <p>As of October 2019, pacing guides do exist and are aligned with CC/NC Essential Standards (<a href="https://www.duplinschools.net/Page/17359">https://www.duplinschools.net/Page/17359</a>). With the district having pacing guides aligned with CC &amp; NC Essential Standards, implementing instruction is often dependent upon resources that are either outdated, limited or nonexistent.</p>	Limited Development 10/20/2016		
<b>How it will look when fully met:</b>		By the end of the 2020-21 school year, teachers will create and implement curriculum-specific instructional units in all core curriculum and CTE areas. These NCSCS/Common Core standard aligned units of study with differentiated lessons and formative assessments would allow teachers to target standards addressed in EOCs, NCFEs and CTE exams once a month during department PLC's. This task would be measured by walkthrough and observation data. Feedback from weekly lesson plans will be provided.		Erica Levai	05/01/2021
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	11/3/20	Teachers submit weekly lesson plans via Google Classroom.		Erica Levai	05/01/2021
<i>Notes:</i>					
	11/3/20	Teachers will desegregate data in PLC meetings based upon NC Essential Standards (EOCs, CTEs, and NCFEs).		Erica Levai	05/01/2021
<i>Notes:</i>					
	A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		As of September 2020, teachers will develop Lesson Plans/activities demonstrating the implementation of the Common Instructional Framework and emphasizing vocabulary/writing, which will be reviewed by administration. Teachers will use of SchoolNet for common assessments and benchmarks and various technology programs (i. e. Aleks and Read Theory) to support instruction and then share data and instructional strategies and tune lessons during PLC/planning periods. Administrators and peer teachers will provide feedback following Formal Observations and Walkthrough Observations. Data-	Limited Development 04/18/2018		

driven Staff Development for EL, remote learning/technology, and diverse instruction will occur during planning periods and staff development days.

As of October 2019, teachers will develop Weekly Lesson Plans demonstrating the implementation of the Common Instructional Framework and emphasizing vocabulary/writing (Google Docs), which will be reviewed by administration. Teachers will use of SchoolNet for common assessments and benchmarks and various technology programs (i. e. Aleks and Read Theory) to support instruction and then share data and instructional strategies and tune lessons during PLC/planning periods. Lunch & Learn will provide opportunities to review, remediate and enhance student learning. Administrators and peer teachers will provide feedback following Formal Observations and Walkthrough Observations. Data-driven Staff Development for EL, technology and diverse instruction will occur during planning periods and staff development days.

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***How it will look when fully met:***

**By the end of the 2020-21 school year**, all teachers will utilize a learning-focused lesson plan template, and the administration can complete walk-through observations and collect data that demonstrates that teachers are utilizing diverse teaching strategies (learning activities) and assessments (formative) are given throughout the lesson following each learning activity.

Wallace Rose Hill will use the Common Instructional Framework, instructional rounds, and STEAMA learning principles to refine instructional practices in order to achieve 51% overall proficiency, exceed growth, and achieve 50% proficiency (Exceed Growth) in English II, 50% proficiency in NC Math 1 and NC Math 3 (Exceed Growth), 52% proficiency (Exceed Growth) in Biology and meet state targets for subgroups.

SchoolNet questions will be used in weekly classroom and Benchmark assessments integrated into formative classroom assessments.

**Gary Brown**

**05/01/2021**

Actions		0 of 4 (0%)		
11/3/20	Lesson plans, will be created and submitted using google classroom on a weekly basis.		Gary Brown	05/01/2021
<i>Notes:</i>				
11/3/20	The administration will review lesson plans and provide feedback to faculty members through google classroom.		Gary Brown	05/01/2021
<i>Notes:</i>				
11/3/20	Teachers will include assessment prompts for each learning activity.		Gary Brown	05/01/2021
<i>Notes:</i>				
11/3/20	Pacing guides for each course will be updated in an effort to align instruction with the goals and objectives of the course.		Gary Brown	05/01/2021
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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
<i>Initial Assessment:</i>		<p>As of September 2020, 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.</p> <p>As of September 2019, 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.</p>	Limited Development 10/20/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		By the end of the 2020-21 school year, Wallace-Rose Hill will implement a tiered instructional system so that Tier 1 interventions are provided to 100% of the population, Tier 2 (supplemental interventions) service 10-20 % of students, and Tier 3 (intensive interventions) are provided to approximately 5-10 % of students by May 30, 2021, as measured by completion of 70-20-10 IABS protocol worksheets, review of SST/IABS meeting minutes, and implementation of Problem Solving Intervention Plans. The use of a 70-20-		Sylvia Goodnight	05/01/2021

		10 protocol worksheet is more realistic at this point than the districts 80-15-5. The schools IABS and SST team is working to progress towards the 80-15-5 model.			
<b>Actions</b>			<b>0 of 5 (0%)</b>		
	11/3/20	Students will be identified and receive additional "Learn" support by going back to the same subject teacher on multiple days.		Sylvia Goodnight	05/01/2021
<i>Notes:</i>					
	11/3/20	IABS will meet monthly to monitor identified at-risk students. Students will be added to the "at-risk" as identified.		Sylvia Goodnight	05/01/2021
<i>Notes:</i>					
	11/3/20	Administrators will monitor lesson plans for core curriculum instruction.		Sylvia Goodnight	05/01/2021
<i>Notes:</i>					
	11/3/20	Teachers will monitor student progress in order to provide remediation and acceleration for students as needed during "Lunch and Learn."		Sylvia Goodnight	05/01/2021
<i>Notes:</i>					
	11/3/20	Peers will be identified and utilized as classroom support.		Sylvia Goodnight	05/30/2021
<i>Notes:</i>					
<b>Implementation:</b>			09/13/2017		
	<b>Evidence</b>	9/13/2017			
	<b>Experience</b>	9/13/2017			
	<b>Sustainability</b>	9/13/2017			
<b>KEY</b>	<b>A4.06</b>	<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>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		As of September 2020, this is a high priority; however, level of implementation and success will be dependent upon the success of Indicator A4.01.  As of September 2019, this is a high priority; however, level of implementation and success will be dependent upon the success of Indicator A4.01.	Limited Development 10/20/2016		

<b>How it will look when fully met:</b>	By the end of the 2020-21 school year, aLL teachers will be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.		<b>Laterri Underwood</b>	<b>05/01/2021</b>
<b>Actions</b>		<b>0 of 2 (0%)</b>		
11/3/20	Guidance counselors and the IABS team will continue to meet regularly and identify at-risk students based on teacher referral. Parental support provided as needed.		Laterri Underwood	05/01/2021
<i>Notes:</i>				
11/3/20	Teachers will meet with students monthly to review academic portfolios.		Laterri Underwood	05/01/2021
<i>Notes:</i>				
	<b>A4.09 The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	<p>As of September 2020, Duplin County Schools has placed an emphasis on graduation rate, drop-out rate, and post-secondary enrollment. Wallace-Rose Hill has been tracking graduation rate and student transfer information (drop-out's). The school social worker has taken an increased role in the tracking of student attendance as well as problem solving student attendance issues. Home visits have become a norm at Wallace-Rose Hill High School not only as a punitive measure, but in an effort to bridge the gap between the school and parent stake-holders. The school's graduation rate for the 2018-2019 school year was 80.7 demonstrating a 7.3% drop from the previous year.</p> <p>As of August 26, 2019, Duplin County Schools has placed an emphasis on graduation rate, drop-out rate, and post-secondary enrollment. Wallace-Rose Hill has been tracking graduation rate and student transfer information (drop-out's). The school social worker has taken an increased role in the tracking of student attendance as well as problem solving student attendance issues. Home visits have become a norm at Wallace-Rose Hill High School not only as a punitive measure, but in an effort to bridge the gap between the school and parent stake-holders. The school's graduation rate for the 2018-2019 school year was 80.7 demonstrating a 7.3% drop from the previous year. During the 2017-2018 school year the graduation rate was 87.4% which demonstrated an increase of 4 percentage points (2016-2017 = 83.4). The over-all drop out rate increased slightly from 1% during the</p>	Limited Development 07/23/2018		



	2016-2017 school to 2% during the 2017-2018 school year.			
<b>How it will look when fully met:</b>	By the end of the 2020-21 school year, Wallace-Rose Hill has been tracking graduation rates and student transfer information (drop-out's). Upon full implementation, Wallace-Rose Hill High School will be maximizing MTSS efforts. The school's school improvement teams along with the school social worker, college advisor, JAG coordinator, and student support services team will be meeting regularly to collect data and to create action plans to address student needs related to graduation rate, drop-out prevention, and post-secondary attainment. Full implementation of this indicator will demonstrate the school's achievement of the graduation rate goal of 88% while increasing post-secondary opportunities and a decrease in over-all dropout rate. Our goal is to increase our attendance rate to 97% ( 2018-19) with support from our MTSS system of support. During the 2018-2019 school year, our graduation rate dropped to 80.7%. Our 2020-2021 school goal for graduation rate will be 93%.		Erica Levai	05/01/2021
<b>Actions</b>		<b>0 of 6 (0%)</b>		
11/3/20	Wallace-Rose Hill High School will use IABS tracking data to determine areas of need regarding student attendance.		Erica Levai	05/01/2021
<i>Notes:</i>				
11/3/20	The College Advisor, along with the JAG coordinator, will offer students opportunities related to post-secondary education attainment and career choices respectively.		Erica Levai	05/01/2021
<i>Notes:</i>				
11/3/20	The guidance staff will continue to work on a protocol that will allow for student transfer tracking. This protocol will help determine if a student transferred to another school or became a drop-out.  The guidance staff will continue to work on a protocol that will allow for student transfer tracking. This protocol will help determine if a student transferred to another school or became a drop-out.		Erica Levai	05/01/2021
<i>Notes:</i>				
11/3/20	Wallace Rose Hill will set up a transition team between the 9th Grade teachers at WRH and the 8th Grade teachers at the two feeder schools ( Rose Hill Magnolia		Erica Levai	05/01/2021

	Elementary and Wallace Elementary). In addition, a transition meeting will be set up to meet with all the teachers, guidance counselors, and administrators on the transition team during the month of January. The agenda for these meetings will report on and discuss activities at each school, set up important dates for transition such as registration and Open House for 8th Graders, discuss how to meet the needs of the future freshmen, and discuss data such as EOG scores and Gates reading scores and the Below 80 List. Wallace Rose Hill will continue to support and update and set goals for the transition Primetime made up of 9th Graders who were retained from their class the previous year.			
<i>Notes:</i>				
11/3/20	Primetime teachers will individually mentor students to address academic success, attendance, discipline, and transitional issues; and direct students to social worker, guidance, or nurse when necessary.		Erica Levai	05/01/2021
<i>Notes:</i>				
11/3/20	All Freshmen Primetime sections will be paired with a Junior or Senior College Ambassador to aid in the transition to high school, to serve as a resource, to provide positive peer interactions and to help set goals for postsecondary college and career.		Erica Levai	05/01/2021
<i>Notes:</i>				
	<b>A4.14 The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	<p>As of September 2020, Students will actively participate in a community, religious, or school service that gives students an opportunity and understanding of planning, development and leadership (revised graduation expectation). Students will create and exemplify each component of their service through a physical product as well as complete a guided reflection paper.</p> <p>As of September 2020, Jobs for North Carolina Graduates (JNCG) - creates business, industry and education partnerships committed to achieve the mission of JAG to ensure that at-risk high school students remain in high school, attain employability skills through classroom and work-based learning experiences during high school, graduate and receive twelve (12) months of follow-up services by the JAG</p>	Limited Development 07/30/2018		

	<p>Specialist. In the follow-up period, JAG participants are successfully transitioned into a career and/or pursue a postsecondary education to enhance career entry and advancement.</p> <p>As of August 27, 2018, Students will actively participate in a community, religious, or school service that gives students an opportunity and understanding of planning, development and leadership (revised graduation expectation). Students will create and exemplify each component of their service project through a physical product as well as complete a guided reflection paper.</p> <p>As of August 27, 2018, Jobs for North Carolina Graduates (JNCG) - creates business, industry and education partnerships committed to achieve the mission of JAG to ensure that at-risk high school students remain in high school, attain employability skills through classroom and work-based learning experiences during high school, graduate and receive twelve (12) months of follow-up services by the JAG Specialist. In the follow-up period, JAG participants are successfully transitioned into a career and/or pursue a postsecondary education to enhance career entry and advancement.</p>			
<p><b>How it will look when fully met:</b></p>	<p>By the end of the 2020-21 school year, the school will have increased the number of students who apply to institutions of higher learning: technical, community college, or four-year institution will reach 100% of the student body. A second marker will be the increase in opportunities to expose our student body to college/career speakers (DCS requires 3 per year) and higher education themed field trips (DCS requires 5 per year). The school will also utilize the JAG program and our growing academies to steer students toward our ultimate goal of a minimum 93% graduation rate. Also, all students will become familiar with where education fits into their life and will understand the importance of post-secondary education/training.</p>		<p><b>Rosario Zapata</b></p>	<p><b>05/01/2021</b></p>
<p><b>Actions</b></p>		<p><b>0 of 10 (0%)</b></p>		
<p>11/3/20</p>	<p>During primetime, students will access and utilize college prep resources (i.e. FAFSA, CFNC, College Board etc.)</p>		<p>Rosario Zapata</p>	<p>05/01/2021</p>
<p><i>Notes:</i></p>				
<p>11/3/20</p>	<p>Students will meet with the NC State College Counselor, to complete applications during CFNC Free Application Week and by appointment throughout the</p>		<p>Rosario Zapata</p>	<p>05/01/2021</p>

	school year.			
	<i>Notes:</i>			
11/3/20	The Jobs for NC Graduates (JNCG) coordinator will build relationships with community business stakeholders to help students transition into the workforce and/or transition into technical, community college, or four year educational placements.		Rosario Zapata	05/01/2021
	<i>Notes:</i>			
11/3/20	Students will participate in ACT preparation coursework during Primetime.		Rosario Zapata	05/01/2021
	<i>Notes:</i>			
11/3/20	Primetime teachers will incorporate a Career Portfolio to include the following: resume, transcript, grade summaries, student academic plan based on data, etc. to organize for student success. This portfolio will contain artifacts to satisfy College Promise requirements and aid in choosing a College Prep or CTE pathway. This information will be kept in an individual folder for each student in their Primetime.		Rosario Zapata	05/01/2021
	<i>Notes:</i>			
11/3/20	During Fall semester juniors will take a Mock ACT field test to prepare for Spring administration. Sophomores will take the Pre-ACT to prepare for the ACT. Approximately one month before the regular administration of the ACT, the juniors will participate in ACT Blitz through Junior core teachers. Students will do work pertaining to test taking strategies and skills along with core curriculum.		Rosario Zapata	05/01/2021
	<i>Notes:</i>			
11/3/20	Through guidance and Primetime, Career and College Promise Ready students will be directed towards enrollment in either AP or Career and College Promise equivalent courses onsite or online.		Rosario Zapata	05/01/2021
	<i>Notes:</i>			
11/3/20	Guidance and the College Advisor will work with all senior students individually to apply to institutions of higher learning.		Rosario Zapata	05/01/2021
	<i>Notes:</i>			

11/3/20	College speaker/career oriented speakers will address Primetimes at least three (3) times per year.		Rosario Zapata	05/01/2021	
<i>Notes:</i>					
11/3/20	At least one teacher will become AP certified during the summer of 2021 to increase available course offerings.		Rosario Zapata	07/28/2021	
<i>Notes:</i>					
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		As of September 2020, Wallace-Rose Hill High School will continue implementing the IABS model, along with support for student transitions. The school and feed schools will enhance their transition teaming to further increase support of incoming students.  As of August 27, 2018, Wallace-Rose Hill High School will continue implementing the IABS model, along with support for student transitions. The school and feed schools will enhance their transition teaming to further increase support of incoming students.	No Development 09/15/2017		
<i>How it will look when fully met:</i>		By the end of the 2020-21 school year, the school will notice a decrease in number of students on the below 80 list and will recognize an increase in graduation rate, increase in academic test scores, and a decrease in disciplinary actions.		<b>Sylvia Goodnight</b>	<b>05/01/2021</b>
<b>Actions</b>			<b>0 of 7 (0%)</b>		
11/3/20	Orientation and Open House for rising freshmen. Open House for rising sophomores, juniors and seniors.		Sylvia Goodnight	05/01/2021	
<i>Notes:</i>					
11/3/20	Transition team meetings between RHM, WES and WRH at least once an academic year. The meeting should include teachers of core instruction, Exceptional Children and support staff as appropriate. The WRH IABS team will meet with the IABS teams of RHM and WES about incoming freshmen at least one time.		Sylvia Goodnight	05/01/2021	
<i>Notes:</i>					
11/3/20	Meet with RHM and WES 8th grade student body for Questions and Answer session regarding high school rules, procedures and policies.		Sylvia Goodnight	05/01/2021	

<i>Notes:</i>					
11/3/20	Guidance Counselors and AIG Coordinator meet with students (and their parents) interested in taking AP and James Sprunt classes yearly.		Sylvia Goodnight	05/01/2021	
<i>Notes:</i>					
11/3/20	Guidance meets with 8th grade students to discuss classes offered at the high school and assist students in registering for freshman classes. They will also meet with students individually to schedule/determine classes for up-coming year (will include a review of students' transcript).		Sylvia Goodnight	05/01/2021	
<i>Notes:</i>					
11/3/20	Counselors will provide programs specific to each grade level at least monthly.		Sylvia Goodnight	05/01/2021	
<i>Notes:</i>					
11/3/20	Meet with 8th grade students and parents regarding opportunities for taking honors and on-line classes.		Sylvia Goodnight	05/01/2021	
<i>Notes:</i>					
<b>A4.18</b>	<b>All teachers connect students' out-of-school learning with their school learning.(5315)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	
<i>Initial Assessment:</i>	<p>As of September 2020, our Agriculture Department has incorporated a STEAMA facility to expose students to real life experiences that are career related and allow agriculture students and all of our students to relate to farming and the production of food. Agriculture students have given tours of the facility to other classes across the curriculum and in the elementary schools and to community members. In addition, teachers have integrated the STEAMA theme into their weekly lesson plans. A science fair in the Fall and Spring has allowed students to relate their course work to problem solving in order to solve real world problems. CTE students and other students have been given the opportunity to job shadow ( Juniors) and work in job internships in the community. Seniors have been expected to complete a senior service activity, making to real-world connects in their topics, research paper, product and presentation.</p> <p>As of August 27, 2018, our Agriculture Department has incorporated a STEAMA facility to expose students to real life experiences that are career related and allow agriculture students and all of our students to relate to farming and the production of food. Agriculture students have given tours of the facility to other</p>	Limited Development 07/30/2018			

	<p>classes across the curriculum and in the elementary schools and to community members. In addition, teachers have integrated the STEAMA theme into their weekly lesson plans. A science fair in the Fall and Spring has allowed students to relate their course work to problem solving in order to solve real world problems. CTE students and other students have been given the opportunity to job shadow ( Juniors) and work in job internships in the community. Seniors have been expected to complete a senior service activity, making to real-world connects in their topics, research paper, product and presentation.</p>			
<p><b>How it will look when fully met:</b></p>	<p>By the end of the 2020-21 school year, 100% of the Seniors at WRH will be expected to complete a Senior Service Activity which requires them to give back to the community by doing a community service project, writing a reflection paper on this experience, and presenting to a committee of school staff and community members relating what they gained from this experience. 100% of our staff and teachers will be involved in mentoring these students. Our Agriculture Department will continue to improve and expand our Animal and Horticulture Habitats and relate the Agriculture theme in STEAMA to the rest on the school departments. The Science Fair will increase participation by 10% as all the 9th grade students and certain Biology students and 11th and 12th Grade students doing STEAMA projects will present in this event in either the Fall or Spring Fair. Teachers will continue to integrate the STEAMA theme into their weekly lesson plans and and relate their course to real life scenarios.</p>		<p><b>Julie Davis</b></p>	<p><b>05/01/2021</b></p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>11/3/20</p>	<p>Wallace-Rose Hill will utilize our bee habitat garden, aquaponics project, and livestock facilities throughout the year to assist in the integration of a school-wide STEAMA theme. Faculty education on STEAMA will occur throughout the school year. Teachers and community leaders will have access to previously mentioned facilities to further incorporate STEAMA into their lesson plans and strengthen our business relationship with community businesses and leaders respectively.</p>		<p>Julie Davis</p>	<p>05/01/2021</p>
<p><i>Notes:</i></p>				
<p>11/3/20</p>	<p>Wallace-Rose Hill will have 100% of the freshmen class enrolled in science will participate in the science fair and will see at least a 10% Increase in the number of</p>		<p>Julie Davis</p>	<p>05/01/2021</p>

	upperclassman participants. Science Fair winners, 9th Grade Earth Science students, 10th Grade Biology students, and other STEAMA presenters from the 11th and 12th Grades will then participate in the Duplin County STEAMA Fair with hopes to advance to the state and national levels.			
<i>Notes:</i>				
11/3/20	100% of our teachers will integrate STEAMA related topics weekly into their lesson plans and make real world connections in their daily lessons and answer the question "why am I learning these concepts in this course?"		Julie Davis	05/01/2021
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		An LEA Support and Improvement Team has been established for the 2020-21 school year as the Reopening Support Team. The team consists of the Superintendent, Chief of Staff for Innovation, Special Advisor for K-5 Curriculum Support and Digital Learning, Special Advisor for Educational Equity and 6-8 Curriculum, Senior Administrator for STEAMA Curriculum and Instruction/PD, Director of Student Management Systems and Testing Support, Assistant Superintendent for Federal Programs, Exceptional Children, Student Support and Athletics, and the Assistant Superintendent for Accountability/Improvement Systems. The Reopening Support Team provides customized support to schools as they navigate the challenges with COVID-19 and general school improvement support during the school year. The Executive Director of Human Resources also provides personnel support to help ensure continuous school improvement throughout the district.	No Development 10/20/2016		
		Priority Score: 2      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>		An LEA Support and Improvement Team has been established for the 2020-21 school year as the Reopening Support Team. The team consists of the Superintendent, Chief of Staff for Innovation, Special Advisor for K-5 Curriculum Support and Digital Learning, Special Advisor for Educational Equity and 6-	<b>11/16/16</b>	<b>Timothy Jenkins</b>	<b>05/01/2021</b>



		8 Curriculum, Senior Administrator for STEAMA Curriculum and Instruction/PD, Director of Student Management Systems and Testing Support, Assistant Superintendent for Federal Programs, Exceptional Children, Student Support and Athletics, and the Assistant Superintendent for Accountability/Improvement Systems. The Reopening Support Team provides customized support to schools as they navigate the challenges with COVID-19 and general school improvement support during the school year. The Executive Director of Human Resources also provides personnel support to help ensure continuous school improvement throughout the district.			
<b>Actions</b>					
		<i>Notes:</i>			
		<b>Implementation:</b>	11/16/2016		
		<b>Evidence</b>			
		11/10/2016 The Special Advisor for District-Wide Early College/9-12 Curriculum informed Wallace-Rose Hill today that the district support team had been created. He did this via an email to Mr. Guthrie.			
		<b>Experience</b>			
		11/10/2016 An LEA Support and Improvement Team has been established. The team consists of the Superintendent, Interim Assistant Superintendent for Curriculum and Instruction and Professional Development, the Special Advisor for K-8 Curriculum/Low-Performing Schools/MTSS, Special Advisor for District-Wide Early College/9-12 Curriculum, Low Performing Schools and Parent Affairs, and one Central Office Curriculum Team Member assigned to each low performing schools to provide schools with customized support.			
		<b>Sustainability</b>			
		11/10/2016 The district will support Wallace-Rose Hill's pursuit of removing the low-performing status based on their support team's policies and procedures.			
<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	As of September 2020, the SIT monitors the implementation of effective instructional practices.  As of August 27, 2018, the SIT monitors the implementation of effective instructional practices.	Limited Development 10/20/2016		
<b>How it will look when fully met:</b>	By the end of the 2020-21 school year, PLC meetings (Data review) will be held weekly to encourage more effective tracking of student data/curricular progress. Data points that will be discussed are: SchoolNet Assessments, EOC data, final exam data, benchmark data, ACCESS test for EL, attendance, and students on below 80 list. This will be measured by PLC meeting minutes and administrative assessment of lesson plans. The school will also create a small and large group school improvement team that will review the school improvement plan on a bi-monthly basis. These teams will make corrections and addendums to the plan periodically throughout the school year.		<b>Gary Brown</b>	<b>05/01/2021</b>
<b>Actions</b>		<b>0 of 4 (0%)</b>		
11/3/20	Teachers will participate in weekly PLC meetings.		Gary Brown	05/01/2021
<i>Notes:</i>				
11/3/20	Implement a Small Group (Research/Data/Agenda setup for Large group meeting) team along with a Large Group (General School Improvement team/voting and discussion on SIP). The small group will meet once per month followed by the large group meeting once per month.		Gary Brown	05/01/2021
<i>Notes:</i>				
11/3/20	Administration will review instructional plans weekly and conduct walkthrough/formal observations weekly to provide feedback to teachers and inform the Leadership Team.		Gary Brown	05/01/2021
<i>Notes:</i>				
11/3/20	The School Improvement team will look at school performance data (disaggregated by subgroups) and aggregated classroom observation data to determine professional development needs for the 2019-2020 school year.		Gary Brown	05/01/2021
<i>Notes:</i>				

**Core Function:** Dimension B - Leadership Capacity  
**Effective Practice:** Distributed leadership and collaboration

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
<i>Initial Assessment:</i>		<p>As of September 2020, Common instructional planning has been successful in some curriculum areas because several teachers share the same preparations and/or planning periods. However, because we are a small school, we have limited personnel and scheduling opportunities, and we have like courses taught by one teacher, thus limiting collaboration.</p> <p>As of September 2019, Common instructional planning has been successful in some curriculum areas because several teachers share the same preparations and/or planning periods. However, because we are a small school, we have limited personnel and scheduling opportunities, and we have like courses taught by one teacher, thus limiting collaboration.</p>	Limited Development 10/20/2016		
<i>How it will look when fully met:</i>		By the end of the 2020-21 school year, PLCs will focus on student academic success as evidenced by PLC meeting minutes and data review protocols.		Rosario Zapata	05/01/2021
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	11/3/20	PLCs meet weekly to desegregate data and address individual student needs.		Rosario Zapata	05/01/2021
<i>Notes:</i>					
	11/3/20	Develop lesson plans and pacing guides that are aligned to standards-based curriculum, including differentiated lessons, formative assessments, and SchoolNet Assessments.		Rosario Zapata	05/01/2021
<i>Notes:</i>					

**Core Function:** Dimension B - Leadership Capacity

**Effective Practice:** Monitoring instruction in school

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
<i>Initial Assessment:</i>		<p>As of September 2020, administrators and teachers met one-on-one to establish PDP's and plan SMART goals for the upcoming year. Throughout the school year administrators continuously follow district and state guidelines to monitor teachers' instruction through formal and informal observations, assuring PDP goals are accomplished.</p> <p>As of September 10, 2018, administrators and teachers met one-on-one to establish PDP's and plan SMART</p>	Limited Development 10/21/2016		

	goals for the upcoming year. Throughout the school year administrators continuously follow district and state guidelines to monitor teachers' instruction through formal and informal observations, assuring PDP goals are accomplished.			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>	By the end of the 2020-21 school year, the administration will observe classroom instruction in a formal and informal manner. Lesson plans will be reviewed weekly with the administrative team.		<b>Timothy Jenkins</b>	<b>05/01/2021</b>
<b>Actions</b>		<b>0 of 3 (0%)</b>		
11/3/20	Administration will review instructional plans weekly to provide feedback to teachers and inform the Leadership Team.		Timothy Jenkins	05/01/2021
<i>Notes:</i>				
11/3/20	Administration will conduct walkthrough observations weekly to provide feedback to teachers and inform the Leadership Team.		Timothy Jenkins	05/01/2021
<i>Notes:</i>				
11/3/20	The administration will use NCEES to perform formal teacher observations and to provide feedback on observations, professional development plans and evaluation rubrics. The feedback provided will drive teacher instructional practices.		Timothy Jenkins	05/01/2021
<i>Notes:</i>				
<b>Implementation:</b>				
<b>Evidence</b>	3/21/2017 Evidence of completion can be found in the B3.03 Principal Monitors C/I in the Classroom folder in the document upload section. The document is titled WRH 2016-2017 DCS Classroom Walk-Through Form (Responses). This form is used routinely to provide feedback to teachers. Also in the folder the WRH Walkthrough Schedule can be found. This schedule provides the weekly rotation administrators try to follow to provide each teacher at least one walkthrough. Other evidence of completion can be found in the B1.03 School Improvement Team folder in the document upload section. The documents are titled CIC Lesson Plan Feedback Form and Principal's Lesson Plan Feedback Form. These forms are used each Monday to provide feedback to teachers.			

<b>Experience</b>	3/21/2017 These tasks were already being completed. We streamlined the process to ensure fidelity of feedback.			
<b>Sustainability</b>	3/21/2017 Administrators will continue to perform walkthroughs and review lesson plans. In addition to being a component of our SIP these tasks are DCS expectations.			

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Quality of professional development</b>
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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
<b>Initial Assessment:</b>		<p>As of September 2020, data will be collected from a variety of sources. Teachers and administration will utilize that data to drive instruction and to inform professional development opportunities.</p> <p>As of September 2019, data will be collected from a variety of sources. Teachers and administration will utilize that data to drive instruction and to inform professional development opportunities.</p>	Limited Development 10/21/2016		
<b>How it will look when fully met:</b>		By the end of the 2020-21 school year, Wallace-Rose Hill will fully implement the PLC model and the IABS model, so that data from each sub-group will be disseminated amongst the staff, allowing staff members to meet students' academic, social, emotional, health and wellness, behavioral and attendance needs.		Julie Davis	05/01/2021
<b>Actions</b>			<b>0 of 5 (0%)</b>		
	11/3/20	Fully implement the PLC model.		Julie Davis	05/01/2021
<i>Notes:</i>					
	11/3/20	Continue to implement the IABS model.		Julie Davis	05/01/2021
<i>Notes:</i>					

11/3/20	Conduct weekly PLC reviews of EOC and NCFE data.		Julie Davis	05/01/2021
<i>Notes:</i>				
11/3/20	Weekly PLC meetings will identify students who need extra support or acceleration		Julie Davis	05/01/2021
<i>Notes:</i>				
11/3/20	Lunch and Learn will meet in a different period each day for students to get help or acceleration in all subjects.		Julie Davis	05/01/2021
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>As of September 2020, Wallace-Rose Hill High School will implement the district's Human Resources protocols for recruiting, evaluating, rewarding, and replacing staff.</p> <p>As of September 2019, Wallace-Rose Hill High School will implement the district's Human Resources protocols for recruiting, evaluating, rewarding, and replacing staff.</p>	Limited Development 10/21/2016		
<b>How it will look when fully met:</b>		<p>By the end of the 2020-21 school year, new staff will be hired in an interview process involving the following steps: First, resumes are reviewed by the Administration and Department Heads. Next, top candidates are interviewed by the administration and teacher or Department Heads, and the candidate picked is submitted to Human Resources. Finally, the candidate is submitted to the School Board for approval.</p> <p>Evaluating staff is a critical component in an effective performance management system and will be connected to other areas of educator talent management and support. In particular, a rigorous approach to evaluation should be clearly connected to school's plan for providing professional development so that growth opportunities are well-aligned with teachers' and school leaders' areas of strengths and weaknesses.</p>		<b>Brittany Knowles</b>	<b>05/01/2021</b>

<b>Actions</b>		<b>0 of 7 (0%)</b>		
11/3/20	Administrators will create an evaluation schedule that reflects career teachers, beginning teachers, and new teachers. Teachers will be evaluated as prescribed by NCDPI and the NCEES system. This evaluation schedule will contain orientation training, self-assessment, professional development plans and the evaluations (2-4).		Brittany Knowles	05/01/2021
<i>Notes:</i>				
11/3/20	All teachers, mentors, and administrators will complete an orientation and self-assessment with the NCEES system.  Once a year Gary Brown 05/01/2021		Brittany Knowles	05/01/2021
<i>Notes:</i>				
11/3/20	All Beginning Teachers will be assigned a qualified and experienced mentor. All Beginning Teachers will be presented with Mindful Instruction PD at WRH. Beginning Teachers will be provided opportunities for them to pursue PD opportunities outside of the school building. WRH will hold monthly Beginning Teachers' support meetings with the WRH BT coordinator, beginning/new to school teachers, mentors and the CIC.		Brittany Knowles	05/01/2021
<i>Notes:</i>				
11/3/20	WRH administrators will review teacher exit interviews when teachers resign or transfer from WRH.		Brittany Knowles	05/01/2021
<i>Notes:</i>				
11/3/20	Once an formal/informal evaluation has been completed, the teacher will receive feedback within 10 business days.		Brittany Knowles	05/01/2021
<i>Notes:</i>				
11/3/20	Throughout the school year in-house professional development will be offered to ALL teachers to improve performance. These PD sessions will include EL Training, SchoolNet, Using Chromebooks, Quizlet, Edpuzzle, School Improvement Planning, IABS, PLC protocols, and Canvas training. Some PD sessions will be required; others will be offered based on teacher choice.		Brittany Knowles	05/01/2021
<i>Notes:</i>				

11/3/20	New staff members will be hired using the following process: 1-Resumes will be reviewed by the administration and teachers and the top candidates will be picked. 2-Top candidates will be interviewed by the administration and certain teachers from the curriculum area involved. 3-The candidate picked will be recommended to Human Resources and background checks done. 4- The candidate will be submitted to the School Board for approval.		Brittany Knowles	05/01/2021
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
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
<b>Initial Assessment:</b>		<p>As of September 2020, Wallace-Rose Hill High School maintains communication with the parents through ConnectEd, Parent Portal, Open House, and scheduled progress reports.</p> <p>As of September 2019, Wallace-Rose Hill High School maintains communication with the parents through ConnectEd, Parent Portal, Open House, and scheduled progress reports.</p>	Limited Development 10/21/2016		
<b>How it will look when fully met:</b>		By the end of the 2020-21 school year, the school will maintain communication with the parents through ConnectEd, Parent Portal, Open House, and scheduled progress reports.		<b>Brian Nagel</b>	<b>05/01/2021</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
11/3/20		We will incorporate a STEAMA night with our science fairs to create an opportunity for more parent participation.		Brian Nagel	05/01/2021
<i>Notes:</i>					
11/3/20		Teachers will utilize a Parent Contact Log to document communication with parents/guardians.		Brian Nagel	05/01/2021
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Community Engagement</b>			
	E2.04	The school consistently engages in strategies, policies, and procedures for partnering with local businesses,	Implementation Status	Assigned To	Target Date



	community organizations, and other agencies to meet the needs of the school.(5191)			
<b>Initial Assessment:</b>	<p>As of September 2020, Wallace Rose Hill collaborates with local businesses to support bee habitat, livestock programs and greenhouse programs. Through the JNCG program, businesses have been solicited to provide internships as well as financial support for our JNCG program. Local businesses provide internships and job shadowing for our CTE students. The PTO involves local business in an effort to support the overall mission of the school as well as support for our teachers and students. The Friends of the Arts group solicit financial support from local businesses to support the visual and performing arts programs at the school.</p> <p>As of August 13, 2018, Wallace Rose Hill collaborates with local businesses to support bee habitat, livestock programs and greenhouse programs. Through the JNCG program, businesses have been solicited to provide internships as well as financial support for our JNCG program. Local businesses provide internships and job shadowing for our CTE students. The PTO involves local business in an effort to support the overall mission of the school as well as support for our teachers and students. The Friends of the Arts group solicit financial support from local businesses to support the visual and performing arts programs at the school.</p>	Limited Development 07/24/2018		
<b>How it will look when fully met:</b>	By the end of the 2020-21 school year, the addition of STEM, CTE, ARTS, our JNCG program and the district's STEAMA initiatives will allow more opportunities for community stakeholders to be involved with our student body and in turn will build community support for the added programs. The support of these programs from community stakeholders will increase the already strong community support by creating many more career opportunities and classroom instruction. These programs will combine to create a variety of learning opportunities that will in turn prepare students for post-secondary learning and career opportunities.		Brian Nagel	05/01/2021
<b>Actions</b>		<b>0 of 4 (0%)</b>		
11/3/20	The JNCG coordinator will build relationships with community business stakeholders to help students transition into the workforce and/or transition into technical, community college, or four year educational placements.		Brian Nagel	05/01/2021
<i>Notes:</i>				

11/3/20	Wallace-Rose Hill will utilize our bee habitat garden, aquaponics project, and livestock facilities throughout the year to assist in the integration of a school-wide STEAMA theme. Faculty education on STEAMA will occur throughout the school year. Teachers and community leaders will have access to previously mentioned facilities to further incorporate STEAMA into their lesson plans and strengthen our business relationship with community businesses and leaders respectively.		Brian Nagel	05/01/2021
<i>Notes:</i>				
11/3/20	The Wallace-Rose Hill Friends of the Arts Program will continue to provide needed resources for the visual and performing arts department at the school and set up and support assembly programs and visiting artists for the students and the public of our community.		Brian Nagel	05/01/2021
<i>Notes:</i>				
11/3/20	Wallace Rose Hill will create more and innovative strategies to communicate with parents and the community using personal visits, technology (including texting, videos, phone calls, etc.), and the media.		Brian Nagel	05/01/2021
<i>Notes:</i>				