

**Hoke County Schools  
2014 - 2016 School Improvement Plan**

School Name: **West Hoke Elementary School**

Date Approved by School: **September 10, 2015**

Date Approved by Board of Education:

Principal's Signature: *Alfred J. Hammond*

School Improvement Team Members:

Name	Committee Position	Signature
Alfred Hammond	Principal	<i>Alfred J. Hammond</i>
Demarious McNeill	Assistant Principal	<i>D. McNeill</i>
Kery Locklear	Pre-Kindergarten	<i>Kery Locklear</i>
Barbara Beason	Kindergarten	<i>Barbara Beason</i>
Denise McIntire	First Grade	<i>Denise McIntire</i>
Tammy Shepard	Second Grade	<i>Tammy Shepard</i>
Bine Blick	Third Grade	<i>Bine Blick</i>
Stephanie Podlusk	Fourth Grade	<i>Stephanie Podlusk</i>
Glendia Black-Flippin	Fifth Grade	<i>Glendia Black-Flippin</i>
Corey Lewis	Resource	<i>Corey Lewis</i>
Delia Hampton	TA	<i>Delia Hampton</i>
Gwen Ellerbee	Parent	<i>Gwen Ellerbee</i>

## **I. Direction**

**School's Vision:** West Hoke Elementary School is a learning organization and community that provides essential tools for all students to achieve higher levels of academic excellence toward career, college, and service readiness.

**School's Mission:** The mission of the faculty and staff of West Hoke Elementary is to embrace school pride, and educate the whole child within a positive nurturing environment through high expectations for academic excellence utilizing the Common Core State Standards and North Carolina Essential Standards.

## **II. Data Driven Decision Making**

Prior to completing the School Improvement Plan, a thorough assessment must be completed utilizing the Comprehensive Needs Assessment (CNA) provided by NCDPI. The CNA and SIP are essential components of the planning process; thus, both are due at the same time.

### **1. What data was reviewed and used to generate and prioritize the needs of the school improvement plan?**

- 2014-2015 End of Grade Data
- 2013-2014 End of Grade Data
- 3<sup>rd</sup> Grade RTA Results
- 2014-2015 Comprehensive Needs Assessment
- 2013-2014 North Carolina Teacher Working Conditions Survey Results
- Quality Assurance Review Summary Report
- EVAAS Data
- AMO Data
- K-3 Reading 3D
- Teacher Effectiveness Data
- FFWD/Reading Assistant

### **2. What does the analysis tell you about your school's strengths?**

- Students continue to show growth each year. The growth index for the 2013-2014 school year was -0.88. The growth index for the 2014-2015 school year was 1.37.
- Our school met Expected growth.
- As it relates to cohort data, the 5<sup>th</sup> grade students during the 2014-2015 school year showed growth compared to their 4<sup>th</sup> grade data from the 2013-2014 school year.

- Teacher turnover percent - 16.48% (Retained over 83% of teachers).
- Attendance percent is >95.
- School Performance Grade 2013-2014 was a D with a score of 40. The School Performance Score increased significantly to a 46 for the 2014-2015 school year.
- Subgroup- ALL- students continue to make growth:  
Reading grew from a 22.4 to 24.0.  
Math grew from a 17.4 to 24.0.
- Subgroup- Black – Students grew in Math from a 12.9 to 17.0.

**3. What does the data tell you about your learning gaps or opportunities for improvement?**

- As a school we only met 12 out of our 19 AMO targets (63.2%). The results show that for each target we failed to meet proficiency. Our students are growing each year but they are not meeting the proficiency standard.
- As a school, we have a total CCR percentage of 24.4%. This means that less than one quarter of all of our 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders are on track for College and Career Readiness.
- Based on EOG data Reading, Math, and Science in all grade levels is an area of concern as it relates to proficiency.
- Based on EOG data most of our students are performing in the Level 1 and 2 ranges (68.8%) in all subjects, with the bulk of those students achieving only Level 1 status.
- Based on EOG data All of our subgroups failed to meet proficiency. Although our student continue to grow they struggle with meeting the proficiency target.
- Based on EOG data our EDS students failed to make growth, Reading dropped from a 18.9 to a 14.4 and Math dropped from a 15.7 to a 15.6.
- Based on the 2014-2015 proficiency, our school has a SPG of a D.
- Based on the 2014-2015 growth, our school's growth index was 1.37 and we met expected growth.

### Subgroup Performance

Subgroup Targets			2012 - 2013 Performance	2013 - 2014 Performance	2014 - 2015	2015 - 2016	2014 – 2015 Focus
<b>Total</b>							
2013	2014						
43.9	49.5	Reading	14.9	22.4	24.0		Not met
42.3	48.1	Math	17.7	17.4	24.0		Not met
<b>Amin. Ind.</b>							
2013	2014						
		Reading					
		Math					
<b>Asian</b>							
2013	2014						
		Reading					
		Math					
<b>Black</b>							
2013	2014						
	33.0	Reading	7.6	21.2	19.3		Not met
	30.0	Math	13.0	12.9	17.0		Not met
<b>Hispanic</b>							
2013	2014						
		Reading					
		Math					
<b>2 or More</b>							
2013	2014						
		Reading					
		Math					
<b>White</b>							
2013	2014						
	60.9	Reading	30.0	29.0	31.0		Not met
	58.4	Math	30.0	25.8	31.0		Not met
<b>EDS</b>							
2013	2014						
	35.8	Reading	13.3	18.9	14.4		Not met
	34.9	Math	15.7	15.7	15.6		Not met
<b>LEP</b>							
2013	2014						
		Reading					
		Math					

SWD							
2013	2014						
		Reading					
		Math					

### III. Priorities

**Priority #1: Hoke County Schools will produce globally-competitive students.**

**Goal 1:** All students will excel in a rigorous and relevant core curriculum designed to provide the essential skills such as critical thinking, problem solving, communication, and collaboration to improve the School Performance Grade (SPG).

- 51.0% of all grade three students will be proficient in Reading by June 2016.
- 54.7% of all grade four students will be proficient in Reading by June 2016.
- 47.1% of all grade five students will be proficient in Reading by June 2016.
- 52.7% of all grade three students will be proficient in Math by June 2016.
- 52.9% of all grade four students will be proficient in Math by June 2016.
- 41.8% of all grade five students will be proficient in Math by June 2016.
- 65.0% of all grade five students will be proficient in Science by June 2016.

**Strategy:** Ensure every student excels in rigorous and relevant common core curriculum in reading, math, and science.

**Action Steps:**

- Continue professional development on total instructional alignment through use of the Literacy and Math Frameworks
- Utilize PLCs to analyze data, identify student needs, and implement best practices for working with diverse learners.
- Develop rigorous common formative assessments using School Net.
- Provide time in the daily schedule for school-wide intervention block to address students' reading and math needs.
- Vertical PLC meetings for grades 3-5 to address the gap in content and misconceptions
- Display student friendly objective/I Can statements.

<ul style="list-style-type: none"> <li>- Create a data room to conduct PLC meetings</li> <li>- Strategically select students to participate in FFWD and Reading Assistant to increase reading fluency and comprehension</li> <li>- Train teachers in Reading Assistant and FFWD and how to desegregate data for both programs.</li> <li>- Increase the use of technology in ALL classrooms.</li> <li>- Continue to provide professional development on Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC)</li> <li>- Monitor the implementation of LDC modules and MDC tasks and FALs.</li> <li>- Review and provide feedback on lesson plans.</li> <li>- Disaggregate benchmark data to address subgroup performance and progress towards mastery of standards to improve instruction and intervention.</li> <li>- Utilize two tutors during the instructional day to assist at-risk students in grades 3-5 with additional reading support beginning in February.</li> <li>- Increase student time in text and close reading strategies by use of small group instruction.</li> </ul>
<b>Progress:</b> Progress Monitoring Status - Partially Implemented
<b>Evidence (<i>Identify documents and artifacts</i>):</b> Lesson plans (including intervention and small group), PD rosters, Benchmark data, LDC modules, MDC FALs and Tasks, District classroom walkthroughs, School Net assessment, QAR review, PLC agendas and minutes, Reading and FFWD rosters, Master Schedule
<b>Person(s) Responsible:</b> School Administration, Academic Coach, District Curriculum and Instruction Department, Beginning Teacher Coordinator, Federal Programs Director, and Teachers
<b>Timeline:</b> October 5, 2015- June 10, 2016

How does this goal align with/address the following:

**Strategic Plan 2011 - 2016:** Every student will excel in a rigorous and relevant core curriculum designed to provide the essential skills such as critical thinking, problem solving, communication, and collaboration needed to be successful in the 21<sup>st</sup> century.

**Priority #2: Hoke County Schools will be led by 21st Century professionals.**

<b>Goal 1:</b> All teachers will provide aligned and engaging instruction to ensure their own growth level of <i>exceeded growth</i> on Standard 6 as well as the growth level of the school.
<b>Strategy:</b> Promote targeted and data-driven professional development opportunities that are aligned to the school's curriculum and instructional needs based on the comprehensive needs assessment, benchmark data, and 2014-2015 End-of-Grade data.
<b>Action Steps:</b> <ul style="list-style-type: none"><li>- Monitor and provided feedback on classroom instruction and weekly lesson plans</li><li>- Provide PD for teachers to improve math and reading instructional strategies and best practices (SIOP, digital teaching and learning, LDC, MDC, Reading Foundations, total instructional alignment).</li><li>- Monitor PLCs to ensure effective planning, data analysis, and assessment development to meet the needs of all students.</li><li>- Disaggregate benchmark data to address subgroup performance and progress towards mastery of standards to improve instruction and intervention.</li></ul>
<b>Progress:</b> Progress Monitoring Status - Partially Implemented
<b>Evidence (<i>Identify documents and artifacts</i>):</b> Lesson plans (including intervention and small group), PD rosters, Benchmark data, LDC modules, MDC FALs and Tasks, District classroom walkthroughs, School Net assessment, QAR review, PLC agendas and minutes, Reading and FFWD rosters, Master Schedule
<b>Person(s) Responsible:</b> School Administration, Academic Coach, District Curriculum and Instruction Department, Beginning Teacher Coordinator, Federal Programs Director, and Teachers
<b>Timeline:</b> October 5, 2015- June 10, 2016
<b>Strategy 2:</b> School-level academic coach will recognize, model, develop, and implement effective, continuing, and supportive staff development to promote third-fifth grade student academic achievement.
<b>Action Steps:</b> <ul style="list-style-type: none"><li>-Conduct weekly model lessons that exhibit best teaching methods and strategies for select third through fifth grade teachers based on administrative and district level walkthroughs and observations, common assessments, benchmark data and EVAAS data.</li><li>-Provide teachers in grades 3-5 quality resources that align with high-priority standards.</li><li>-Assist PLCs/Grade leveling planning in ensuring that upcoming standards are unpacked and that</li></ul>

lesson plans reflect the correct DOK and revised-Bloom's levels.

-Provide on-going professional development to 3-5 teachers based on the needs of the school and district priorities and consistently monitor the implementation of the professional development practices/strategies. Professional development includes initial training sessions, coaching and monitoring through PLC s and walkthroughs, and timely feedback and suggestions:

A. Literacy Framework- Balanced Literacy (15 hours)

1. Close Reading Strategies
2. Vocabulary Strategies
3. Reading Comprehension Strategies

B. Math Framework- Guided Math (10 hours)

C. Literacy Design Collaborative (LDC) (6 hours)

D. Math Design Collaborative (MDC) (6 hours)

1. Math Problems Solving Process
2. Math Strategies and Questioning

-Assist third through fifth grade teachers during PLCs in data analysis of common assessment data, benchmark data, EVAAS data, and classroom data to ensure targeted reteaching, intervention and instructional next steps to achieve student mastery.

-Assist third through fifth grade teachers in developing rigorous and aligned classroom assessments to demonstrate student progress.

**Progress:** Progress Monitoring Status - Partially Implemented

**Evidence (*Identify documents and artifacts*):** Lesson plans (including intervention and small group), PD rosters, Benchmark data, LDC modules, MDC FALs and Tasks, District classroom walkthroughs, SchoolNet assessment, QAR review, PLC agendas and minutes, Teacher Reflection of Model Lessons, AC classroom walkthroughs forms, PLCS agendas and minutes

**Person(s) Responsible:** School Administration, Academic Coach, District Curriculum and Instruction Department, Beginning Teacher Coordinator, Federal Programs Director, and Teachers

**Timeline:** October 5, 2015- June 10, 2016

**Strategy 3:** District-level support personnel will be recognized as a resource to implement effective professional development, continue to monitor with classroom walkthroughs and assist with data analysis meetings to promote third-fifth grade student academic achievement.

**Action Steps:**

-Conduct weekly classroom walkthroughs in grades 3-5 and provide timely feedback to teachers and administration.

-Facilitate monthly academic coach meetings to review current data and instructional trends, and devise plans of action.

-Provide professional development for coaches on Effective Coaching Practices using the Common Instructional Framework (2 hours).

-Provide monthly intensive one-on-one coaching for identified teachers.

-Plan and facilitate district-wide quarterly meetings/PLCs to provide resources and strategies to support the standards.



- Demonstrate model lessons and assist with lesson planning that include technology integration that supports the standards (Digital Technology Instructional Facilitators, DTIFs)
- Provide teachers in grades 3-5 quality resources that align with high-priority standards quarterly.
- Assist PLCs in ensuring that upcoming standards are unpacked and reflect the correct DOK
- Provide on-going professional development to 3-5 teachers based on the needs of the school and district priorities and consistently monitor the implementation of the professional development practices/strategies. Professional development includes initial training sessions, coaching and monitoring through PLC s and walkthroughs, and timely feedback and suggestions:

A. Literacy Framework- Balanced Literacy (monthly)

1. Close Reading Strategies
2. Vocabulary Strategies
3. Reading Comprehension Strategies

B. Math Framework- Guided Math (monthly)

C. Literacy Design Collaborative (LDC) (quarterly)

D. Math Design Collaborative (MDC) (quarterly)

1. Math Problems Solving Process
2. Math Strategies and Questioning

E. Science - Discovery Education Science TechBook (semester- DTIFS)

- Review third through fifth grade teachers data analysis documents, including benchmark data and EVAAS data to ensure targeted re-teaching, intervention and instructional next steps to achieve student mastery.

- Review third through fifth grade classroom assessments quality for rigor and alignment to standards monthly.

- Develop quarterly benchmarks for third through fifth grade students

- Arrange for peer observations across the district to support professional learning.

**Progress:** Progress Monitoring Status - Partially Implemented

**Evidence (*Identify documents and artifacts*):** Lesson plans (including intervention and small group), PD rosters, Benchmark data, LDC modules, MDC FALs and Tasks, District classroom walkthroughs, SchoolNet assessment, QAR review, PLC agendas and minutes, Teacher Reflection of Model Lessons, AC classroom walkthroughs forms, PLCS agendas and minutes.

**Person(s) Responsible:** School Administration, District Curriculum and Instruction Department, Beginning Teacher Coordinator, and Federal Programs Director

**Timeline:** October 5, 2015- June 10, 2016

How does this goal align with/address the following:

**Strategic Plan 2011 - 2016:** 100% of teachers will evaluate and reflect upon their instructional practices based on a variety of data and teacher effectiveness

**Priority #3: Hoke County Schools' students will be healthy and responsible.**

<b>Goal 1:</b> Establish an environment where 100% of the staff will effectively implement and monitor the Positive Behavior Intervention Support program (PBIS) through the use of Class Dojo and other behavior charts.
<b>Strategy:</b> The diverse PBIS committee will provide continuous professional development for staff reinforcing expectations for students and staff.
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>- Review and modify PBIS matrix and incentives with staff</li> <li>- Hold PBIS kickoff for students including staff-created videos</li> <li>- Ongoing PBIS committee meetings to support program implementation and improvement</li> <li>- Quarterly updates provided by PBIS committee</li> <li>- Discuss PBIS each morning on the announcements to include announcing student names that have exhibited PBIS weekly (Positive Office Referrals).</li> <li>- Meet with guidance counselor, social worker and parents of students with behavioral challenges to provide interventions for teachers.</li> <li>- Implement PBIS student of the week and class for the quarter.</li> <li>- Utilization of ClassDojo reports to measure implementation of PBIS expectations.</li> <li>- Parent information session about ClassDojo</li> </ul>
<b>Progress:</b> Progress Monitoring Status - Partially Implemented
<b>Evidence (<i>Identify documents and artifacts</i>):</b> PBIS matrix, Volunteer rosters, NCTWCS, Discipline Referrals (PS), PD Rosters, PBIS agendas & minutes
<b>Person(s) Responsible:</b> School Administration, School staff & teachers, District Curriculum and Instruction Department, Beginning Teacher Coordinator, and District EC Coordinator
<b>Timeline:</b> October 5, 2015- June 10, 2016

How does this goal align with/address the following:

**Strategic Plan 2011 - 2016:** Every school will provide an environment in which each child will have positive, nurturing relationships with caring adults.

**Priority #4: Hoke County Schools' leaders will guide innovation.**

**Goal 1:** WHES will increase parent involvement in learning programs and parent sessions provided by the school from approximately 20% to 50% by June 2016.

**Strategy:** Develop multiple avenues of communication between parents, staff, and community members.

**Action Steps:**

- Strategically plan parent involvement activities and learning sessions based on the district initiatives and the needs of the students and parents.
- Create follow-up surveys for parental involvement activities, school functions, etc.
- Create a beginning of the year and end of year parent survey.
- Analyze data from surveys
- Establish an affective PTA
- Reflect on data to drive future efforts and continuous improvement.
- Create student and parent/community suggestion box to use for continuous improvement.
- Administrative team will meet with specific parents to discuss the targets and how their child is categorized as far as subgroups and their progress to include discussing EVAAS projection data, RTA data for 3<sup>rd</sup> and 4<sup>th</sup> grade students (Beginning of Grade Testing)
- Analyze sign-in rosters for school events and parent volunteer logs to measure parent attendance and involvement.
- Incorporate a mentor group for boys with parental and community support
- Weekly parent phone calls to keep them abreast of all school activities
- All teachers will have classroom websites

**Progress:** Progress Monitoring Status - Partially Implemented

**Evidence (Identify documents and artifacts):** PTO rosters, Parent Night rosters and agendas, EOY attendance report, and Curriculum Night rosters, EVAAS, SchoolReach Messages, and RTA data

**Person(s) Responsible:** School Administration, School staff & teachers

**Timeline:** October 5, 2015- June 10, 2016

How does this goal align with/address the following:

**Strategic Plan 2011 - 2016:** Hoke County Schools' leaders will create and promote two-way communication among all stakeholders. West Hoke establish several forms of communication to keep parents abreast of the day to day operations and activities.

**Priority #5: Hoke County Schools will be governed and supported by 21st Century systems.**

**Goal 1:** 100% of the faculty and staff of WHES will use technology effectively to enhance

learning for all students.

**Strategy:** Provide ongoing staff development to ensure that instructional technology tools are integrated effectively into the curriculum. Purchase additional technology preparing students for 21st century learning.

**Action Steps:**

- Observe staff members to determine the level of knowledge/needs and ability to integrate technology into their daily instruction (SAMR).
- Require technology as a goal for Professional Development Plans
- Provide professional development led by DTIFs and Technology committee to ensure effective use of technology.
- Monitor use of technology through classroom walkthroughs, lesson plans, and observations.
- Continue to research and share instructional technology tools and resources with staff members.
- Require teachers to utilize schoolnet for common assessments allowing students to take assessment online.
- Develop and utilize revised walkthrough feedback form to include technology utilization component.
- Analyze data from walkthrough feedback form to assess use of technology (interactive use of smartboard, Ipads, etc.)
- Analyze feedback from QAR walkthroughs.

**Progress:** Progress Monitoring Status - Partially Implemented

**Evidence (Identify documents and artifacts):** PD rosters, classroom walk-throughs, lesson plans, parent and student surveys

**Person(s) Responsible:** School Administration, School staff & teachers, District DIFTs

**Timeline:** October 5, 2015- June 10, 2016

How does this goal align with/address the following:

**Strategic Plan 2011 - 2016:** Twenty-First century technology tools will be available for students and staff to support the delivery of instruction/feedback and increase student achievement.