



**Hopewell Elementary School**  
**School Improvement Plan**  
**2023-2024**

## Comprehensive Progress Report

**Mission:**

At Hopewell Elementary, we will create an environment for all students to learn and grow by having high expectations and putting supports in place through differentiated instruction so that the whole child will succeed.

At Hopewell we...

- Help
- Everyone
- Succeed

**Vision:**

while providing an equitable

21st Century Education.

**Goals:**

By June 2024, as measured by our performance composite areas, Hopewell Elementary School students will increase our composite school performance grade by 3% in reading, math and science. (A.2.04 and A.4.16)

In order to obtain operational ratings by the end of the 2023-2024 school year as evidenced by an increase in #22 on the Fam-S survey, we will track and share data in the following areas: academic, behavior, social-emotional and attendance. (A.1.07, A.4.01, A.4.17 and E1.08)

By June 2024, as measured by the HMM growth measure, we will implement strategies to strengthen Tier 1 math instruction so that our number of students that meet or exceed growth increase by 3%. (1st-5th: BOY to EOY on Student Performance Indicator and K: MOY to EOY on Student Performance Indicator) (A.1.05 and C.2.03)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>High expectations for all staff and students</b>				
	<b>A1.05</b>	<b>ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	

**assessment to provide support enhanced learning opportunities for students.(5086)**

**Initial Assessment:**

We currently use the county provided pacing guides, which are aligned to standards, as well as resources from the NCDPI and Randolph County that help with the development of lesson plans. At this time, we are giving and tracking common formative assessments. Teachers meet in collaborative teaching teams weekly with administration and support staff to analyze data.

Limited Development  
09/14/2018

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

Every grade level will be knowledgeable of standards support documents for reading, math, and science. Common Formative assessments or the Pre-test/Post-test model will be used to determine student proficiency. When full implementation is reached, teachers will look at pre-tests and the student’s ongoing work to plan for instruction and adjustments in the plans. Groups will be formed across grade levels to make sure that students are receiving necessary interventions and remediation.

**Erin Thompson**

**06/01/2024**

**Actions**

**0 of 5 (0%)**

9/14/18 Teachers will create and administer common formative assessments or pre-assessment for each new math unit

Erin Thompson

06/01/2024

*Notes:* 2/6/23 - Grade levels are continuing to assess math CFA’s and using data to group them. To further individualize instruction, we are incorporating CORE plans and individual reading plans along with CFA’s.  
4/17 - Our school improvement team discussed that there have been inconsistencies with administering and analyzing common assessments this year, due to other initiatives taking the forefront of collaborative times. We agreed to extend this indicator into next year.  
On common planning time, grade levels can put it directly into long range plans.  
Grade levels can make sure we give CFAs on power standards.  
Consider changing frequency from monthly to quarterly.

9/14/18 Analyze data from CFA or pre-assessment and group students according to needs for remediation and enrichment.

Erin Thompson

06/01/2024

*Notes:*

9/14/18 Administer a post-assessment to analyze student growth/mastery and look for students that need continued support to master skills.

Erin Thompson

06/01/2024

*Notes:*

11/4/22	Teacher will respond to needs based on data and will use small group and intervention blocks to address needs (with support from the Reading Specialists and Interventionists)		Erin Thompson	06/01/2024	
<i>Notes:</i>					
9/11/23	We will plan and respond to individual student needs with the funding of a class size reduction teacher which will enable us to have less students in our 4th/5th classrooms. This will better allow us to meet students needs!		Erin Thompson	06/01/2024	
<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>		We are currently implementing school wide behavior expectations and common grade level expectations. A PBIS team has been established that has set forth expectations for grade levels and common areas of the school. Data is shared monthly with the team and quarterly with the staff.	Limited Development 09/20/2019		
<b>How it will look when fully met:</b>		Consistent positive behavior techniques are used in every classroom in the school. Common expectations are posted across the school for shared spaces such as the cafeteria, hallways, bathrooms and gym. Students understand how they are responsible in all areas of the school. Punishments have lessened and positive redirection has increased.		<b>Christy Allen</b>	<b>03/19/2024</b>
<b>Actions</b>			<b>2 of 5 (40%)</b>		
10/24/19	Teach positive behavior strategies to the teachers to implement in the classroom.		Complete 09/08/2021	Christy Allen	06/30/2022
<i>Notes:</i>					
10/24/19	Implement school wide behavior goals with rewards for positive behavior and attendance.		Complete 05/15/2023	Christy Allen	05/31/2023
<i>Notes:</i> 1/9/2023 - On 12/12/2022 we discussed during a staff meeting the matrix and school wide expectations. On 1/3/2023, we launched the school wide incentive. At this time students are highly engaged and we have already seen a drastic improvement in the following areas: hallways, dismissal, and gang bathrooms. We want to make sure we're including cafeteria staff, office staff and custodial staff. Our first drawing will be held on 1/13/2023. We want to reinforce using the					

	mini-matrix as a visual reminders at gang bathrooms, cafeteria and other highly trafficked areas.			
5/15/23	Revisit the school wide matrix and school staff will hold students accountable for expectations in all areas of the matrix.		Christy Allen	03/19/2024
	<i>Notes:</i>			
5/15/23	We will have a PBIS kickoff with staff and students!		Christy Allen	03/19/2024
	<i>Notes:</i>			
9/11/23	We will create and define office manages versus classrooms managed behaviors and launch a major/minor matrix.		Christy Allen	03/19/2024
	<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
	<i>Initial Assessment:</i>	We currently use the county provided pacing guides, which are standards-aligned, as well as resources from the NCDPI and Randolph County that help with the development of lesson plans. At this time, we are not undergoing unpacking standards or the development of standards-aligned units of instruction for each subject and grade level. We plan on implementing this at each grade level in order to align instruction inside the grade level and to align vertically through the grade levels as well.	Limited Development 06/27/2017		
	<i>How it will look when fully met:</i>	Every grade level has unpacked big power standards and has standard-aligned units of instruction for reading, math and science to go along with these standards. Teachers teach common curriculum in order to be able to nest appropriately and remediate effectively. By planning backwards, we are able to more easily create common assessments and give standard specific feedback.		Christy Weist	04/01/2024
<b>Actions</b>			<b>0 of 5 (0%)</b>		
	7/31/18	Teachers will utilize pre- and post- testing as well as common formative assessments to monitor alignment of major standards in math and reading		Christy Weist	04/01/2024
	<i>Notes:</i>	12/12/2022 -Each Math Cluster begins and ends with a Pre/Post Assessment. Students compare their scores at the end of a unit to note areas of improvement. These guide our remediation and enrichment groups.			

-Paper/Pencil CFAs are used to determine student understanding.  
 Examples: Rounding, Subtracting Across Zeros.  
 -Tickets Out the Door are used as informal CFAs to determine “real life”  
 understanding in current concepts being addressed in the daily/weekly  
 lessons.

7/31/18	Teachers will conduct a review of current resources and curriculum to facilitate the creation of quarterly planning guides using the power standards to create a logically scope and sequence.		Christy Weist	04/01/2024
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Notes:

10/4/22	Teachers will unpack big power standards to help with the backwards planning model and conversations about where students need to be at the end for individual standards.		Christy Weist	04/01/2024
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Notes: 12/12/2022 - During our Long Range Planning days and CTT meetings, we have looked at our prior data to determine which reading and math standards need to be broken down strategically. The use of resources used to teach these concepts offer students the opportunity to learn through representation, with peer support, and then independently.

1/9/23	Have a quarterly planning guide that includes various subjects with grade level assigned content leadership roles.		Christy Weist	04/01/2024
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Notes:

9/11/23	Teachers will use Chromebooks, Panels, and resources to support LETRS instruction (decodable readers) when planning for units on power standards.		Christy Weist	04/01/2024
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Notes:

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>			
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<b>Effective Practice:</b>	<b>Student support services</b>			
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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
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<b>Initial Assessment:</b>	Limited development-Hopewell has a MTSS team that meets as needed with a team of teachers to discuss students with specific learning concerns, determine if interventions are needed and, if so, select best practice interventions for teachers to implement. Once interventions are completed, we reconvene to determine if a student needs	Limited Development 05/11/2017		
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	additional support.  When the school completes the FAM-S, the MTSS team will add additional goals to ensure that we are addressing what Hopewell needs to work on to continue with the process with MTSS.			
<b>How it will look when fully met:</b>	Our MTSS team has a fluid process for analyzing data and determining the best supports for students. We have a standard protocol and a bank of interventions to support student needs.  Teachers are knowledgeable of research based interventions, how to carry them out, what to keep data on, and how to speak on the data.		<b>Ashley Cheek</b>	<b>12/01/2023</b>
<b>Actions</b>		<b>4 of 6 (67%)</b>		
6/8/17	MTSS team meets monthly to discuss at-risk students and provide appropriate research-based intervention as evidenced by MTSS minutes	Complete 05/31/2019	Tony O'Neal	06/30/2021
	<i>Notes:</i>			
5/5/21	Using the FAM-S crosswalk the team will add additional goals for the 2021-2022 school year.	Complete 09/09/2021	Tony O'Neal	09/10/2021
	<i>Notes:</i> This team or those that are the Chairs, Cochairs will work on this so that this indicator is up to date.			
6/8/17	Monitor and analyze lesson plans with a focus on Math stations.	Complete 10/31/2017	Tony O'Neal	06/10/2022
	<i>Notes:</i>			
6/8/17	Monitor individualized guided reading plans	Complete 05/31/2019	Tony O'Neal	11/01/2022
	<i>Notes:</i>			
9/11/23	We will track data across Tiers and 4 areas (academic, attendance, behavior and social emotional) and share quarterly with staff.		Ashley Cheek	12/01/2023
	<i>Notes:</i>			
6/8/17	Provide flexible and strategically designed groups to address skill needs of students. We will deliver evidence based interventions in these groups.		Ashley Cheek	12/01/2023
	<i>Notes:</i> 3/6/2023 - 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. The team had the following discussions: "MTSS teams meet twice monthly to address specific			

learning needs and interventions about students to develop student-specific plans with action steps. MTSS team uses research based interventions to meet the needs of students. Teachers collect intervention data on students in the MTSS process & analyze data to identify next steps. Grade levels have fluid remediation/enrichment groups (in reading and math) based on assessment data in classrooms. Mrs. Pollard has reviewed MOY data to change reading groups based on student need across grade levels. The standard protocol has been developed for reading MTSS goals with a bank of interventions. We are still working on math standard protocol and standard protocol. We've hired a new position, 3-5 math tutor, Mr. Hyde, and he is assisting with small group instruction to meet the needs of 3-5 students in math.

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Currently we have transition meetings set up from day care to Kindergarten and also fifth grade to sixth grade. The administrative team meets with administrators from WMS/TMS as needed to ensure a smooth transition to sixth grade for our fifth graders.</p> <p>Fifth grade teachers complete surveys on students that are given to the middle schools that address academic and social concerns.</p>	Limited Development 10/24/2019		
<i>How it will look when fully met:</i>		<p>The school has a written plan to address transitions within the school. We also use common language among grade levels to ensure that transitions are smooth and the students are comfortable going from one grade level to the next.</p> <p>From grade to grade transitions, the MTSS student support document and the student MTSS folders are shared with each new grade level teacher.</p>		Alaina Williams	01/13/2025
<b>Actions</b>			<b>1 of 4 (25%)</b>		
	10/24/19	Participate in Growth Mindset Coach book study monthly.	Complete 06/10/2021	Jill Burgess	06/10/2021
<i>Notes:</i>					
	10/24/19	Vertical planning meetings are held 2-3 times per year to address curriculum needs and create a common language among grade levels in the areas of math, ELA and science.		Danielle Renfrow	01/13/2025
<i>Notes:</i> 4/17					



	- Due to LETRS training and CTT guiding coalition work, we feel as though we will not be able to accomplish this by December and want to extend our deadline to the end of the 2023-2024 school year.			
10/4/22	Grade level collaborative teaching teams will have opportunities to go and see other instruction to give teachers background on where students are coming from and where they are going.		Danielle Renfrow	01/13/2025
	<i>Notes:</i> 4/17 Our CTT times have been used for other initiatives, we have not been able to take the time to see instruction in other classrooms. Though we have not planned vertically with other grade levels, we have had grade level planning times to plan for Power Standards. In our LETRS sessions we have looked at phonics standards vertically.			
9/11/23	We will offer a Title 1 transition night opportunity for all students.		Alaina Williams	01/13/2025
	<i>Notes:</i>			
<b>A4.17</b>	<b>The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	Currently we address every student through the MTSS process. Our process first starts with collaborative teaching teams and leadership during CTT meetings. We address concerns at that level and then move them to the MTSS team if there is a specific need that should be addressed. We are working to implement new guidelines, protocols and standard protocols.	Limited Development 10/24/2019		
<i>How it will look when fully met:</i>	The process is clear to all teachers on how to refer students to the MTSS team and the required documentation to do so.  Teachers understand the purpose of the team and that tiers are concurrently run while students classifications may change.		<b>Kara Billings</b>	<b>03/01/2024</b>
<b>Actions</b>		<b>1 of 4 (25%)</b>		
10/24/19	Collaborate with Archdale Elementary to create and use pilot paperwork that addresses the MTSS process.	Complete 06/10/2021	Tony O'Neal	06/30/2022
	<i>Notes:</i>			
10/24/19	Create a standard protocol of evidence based interventions for staff to use based on what their student data tells them.		Kara Billings	03/01/2024

*Notes:* 3/6/2023 - The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention. The team had the following discussions: "The county protocol guides our interventions. The ECATS EWS will be implemented to support the progress monitoring and grouping of student interventions. Reading progress monitoring has occurred with more fidelity. Reading intervention is very targeted by skill. Math progress monitoring is individualized based on math goals and interventions. In order to have more frequent check-ins on student data and needs and maximize teachers professional knowledge, we have restructured into three MTSS committees.

10/4/22 Create a regular progress monitoring guidelines for Tiers and set up regular procedures for CTT and Team level meetings.

Kara Billings

03/01/2024

*Notes:*

9/11/23 Establish regular routines and procedures during CTT MTSS conversations and MTSS team meetings.

Kara Billings

03/01/2024

*Notes:*

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
	<b>C2.03</b>	<b>The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Some of our staff members have had NumberTalks and HMH Into Math Training. Teams work collaboratively to plan units and lessons to meet the CORE needs of students.	Limited Development 10/10/2022		
<b>How it will look when fully met:</b>		Teachers are knowledgeable of the math block including: Graham Fletcher Fact Fluency kits, Number Talks, and differentiation with the Quantiles website or Bridges intervention kit. We use HMH and other diagnostic data to look at student needs and track growth.		<b>Greta Traxler</b>	<b>06/02/2025</b>
<b>Actions</b>			<b>1 of 6 (17%)</b>		
	10/10/22	Complete the Structure of the Math Block professional development in a staff meeting or CTT's.	Complete 11/09/2022	Greta Traxler	06/02/2025
		<i>Notes:</i> 12/12/2022 - Team agreed to complete the action steps regarding			

	delivering professional development about the structure of the math block. Professional development was completed on November 9th for all grade levels.			
10/10/22	Differentiate and deliver Number Talks professional development based on need		Greta Traxler	06/02/2025
	<i>Notes:</i> 12/12/2022 - The team had conversations on the delivery of Numbertalks professional development... the only action step not started yet. It was decided that at the end of this year or beginning of next year, we will have a Numbertalks initial professional development session for those not trained yet and we will have follow up sessions with all teachers in next years CTT's.			
10/10/22	Deliver Graham Fletcher Fact Fluency kit professional development to all classroom math teachers.		Greta Traxler	06/02/2025
	<i>Notes:</i> 12/12/2022 Team agreed to continue work in professional development on the Graham Fletcher Fact Fluency Kits and digging into HMH data. We had focused professional development on this in October and November but in order to sustain and embed these practices and resources into our instruction, we need follow-up sessions. Initial delivery of PD on the Graham Fletcher kits was given on Oct 26th, Nov 3rd, Nov 4th, Nov 7th and Nov 10th on 1st-5th grade planning days.			
10/10/22	Monitor HMH data, dig into student deficits and find resources on the Quantiles website based on student needs.		Greta Traxler	06/02/2025
	<i>Notes:</i> 12/12/2022 Team agreed to continue work in professional development on the Graham Fletcher Fact Fluency Kits and digging into HMH data. We had focused professional development on this in October and November but in order to sustain and embed these practices and resources into our instruction, we need follow-up sessions. Initial conversations about HMH Data and the Quantiles website took place in CTT's on November 2nd.			
9/11/23	We will collaborate on what kind of resources can support small group math and student centered math.		Greta Traxler	06/02/2025
	<i>Notes:</i>			
9/11/23	Lead teacher will support ongoing math professional development.		Greta Traxler	06/02/2025
	<i>Notes:</i>			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	E1.08	Professional development for teachers includes support for working effectively with families.(5184)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are working to begin implementing parent engagement nights and ways to provide professional development to families on how to best support their child. In order to do this, teachers and staff need regular conversations focused around supporting learning at home. We will work to educate staff members and in turn parents on supporting children's learning at home. We will plan four family nights a year on various academic areas.	Limited Development 09/11/2023		
<i>How it will look when fully met:</i>		Teachers and parents are well equipped to support learning at home. Teachers are able to have frequent and regular conversations with families and parents on things they can do to help their child learn at home.		Erin Queen	05/02/2025
<b>Actions</b>			<b>0 of 3 (0%)</b>		
9/11/23		We will host four family nights each year.		Erin Queen	05/02/2025
		<i>Notes:</i>			
9/11/23		We will focus on different academic areas for various nights.		Erin Queen	05/02/2025
		<i>Notes:</i>			
9/11/23		We will send home resources and activities and teach parents strategies to assist their child in the various academic areas.		Erin Queen	05/02/2025
		<i>Notes:</i>			





## NCStar/SIP Mandatory Components

School Name: Hopewell Elementary School

School Year: 2023-2024

### Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

Hopewell Elementary does not have the means to provide duty free lunch on a daily basis. As approved by the School Improvement Team, teacher assistants, office staff, and administration cover for teachers as needed and provide duty-free lunch periodically.

### Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

Teachers have a 45-minute planning period daily while their students are in specials. In addition, teachers have planning time after school from 3:00 – 3:15 daily (2:35 – 3:15 when no duty is assigned).

### Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

Each spring, 5<sup>th</sup> grade students participate in tours at the middle school, Wheatmore Middle. In addition, orientation meetings are held in the spring for students to become acquainted with the middle school, meet with administration and staff and learn about all available offerings. In addition, we will be offering a parent engagement night focused on transition.