



Hopewell Elementary School
School Improvement Plan
2022-2023

Comprehensive Progress Report

Mission:

The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continuous improvement and having high expectations for students and staff, while preparing students for multiple options to be competitive in a diverse 21st Century global society.

The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that: All students can learn; All students will be taught in a safe and nurturing learning environment; All students deserve a teacher who is qualified and well-prepared; All students deserve access to instructional resources managed in a fiscally-responsible manner; and All stakeholders share the responsibility and accountability for student learning.

At Hopewell we...

- Help
- Everyone
- Succeed

Vision:

while providing an equitable
21st Century Education.

Goals:

By June 2023, as measured by our performance composite areas, Hopewell Elementary School students will increase our composite school performance grade by 3.3% in reading, math and science from 66.7% to 70%. (A 2.04, A.2.14, A.3.03, A.4.16, B.3.02, C.3.01)

Leadership will ensure ongoing professional development in the Multi-Tiered Support System to obtain operational ratings by the end of the 2023-2024 school year as evidenced by an increase in #4 and #10 on the Fam-S survey. (A.1.07, A.4.01, A.4.06, A.4.17)

By June 2023, as measured by the HMH growth measure, in order to increase math growth with 80% of students, we will implement strategies to strengthen Tier 1 math instruction. (A.1.05, C.2.03)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:			High expectations for all staff and students			
		A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			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		
<i>How it will look when fully met:</i>			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	06/01/2023
Actions				0 of 4 (0%)		
	9/14/18	Teachers will create and administer common formative assessments or pre-assessment for each new math unit			Erin Thompson	06/01/2023
<i>Notes:</i>						
	9/14/18	Analyze data from CFA or pre-assessment and group students according to needs for remediation and enrichment.			Erin Thompson	06/01/2023
<i>Notes:</i>						
	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	06/01/2023
<i>Notes:</i>						
	11/4/22	Teachers will use data from pre-test assessments to tailor instruction, meeting students where they are and taking them to the next level of learning.			Erin Thompson	06/01/2023
<i>Notes:</i>						
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date

Initial Assessment:	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		
How it will look when fully met:	Consistent positive behavior techniques will be used in every classroom in the school. Common expectations will be posted across the school for shared spaces such as the cafeteria, hallways, bathrooms and gym. Students will learn techniques to be responsible in all areas of the school. Our goal will be for punishments to diminish and positive redirection to increase.		Suzanne Finch	05/31/2023
Actions		1 of 2 (50%)		
10/24/19	Teach positive behavior strategies to the teachers to implement in the classroom.	Complete 09/08/2021	Tracy Dawes	06/30/2022
	<i>Notes:</i>			
10/24/19	Implement school wide behavior goals with rewards for positive behavior.		Suzanne Finch	05/31/2023
	<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
Initial Assessment:			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		
How it will look when fully met:			Every grade level will unpack big power standards and have standard-aligned units of instruction for reading, math and science to go along with these standards. Teachers will teach common curriculum in order		Greta Traxler	04/01/2024

	to be able to nest appropriately and remediate effectively. By planning backwards, we will be able to more easily create common assessments and give standard specific feedback.			
Actions		1 of 4 (25%)		
7/31/18	Teachers will utilize planning periods to determine accurate pacing for their instruction using the new Social Studies curriculum.	Complete 09/19/2022	Greta Traxler	06/10/2022
<i>Notes:</i>				
7/31/18	Teachers will utilize pre- and post- testing as well as common formative assessments to monitor alignment of major standards in math.		Stacy Holden	04/01/2024
<i>Notes:</i>				
7/31/18	Teachers will conduct a review of current resources and curriculum to facilitate planning and integration of standards.		Stacy Holden	04/01/2024
<i>Notes:</i>				
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.		Stacy Holden	04/01/2024
<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
Initial Assessment:		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 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.	Limited Development 05/11/2017		
How it will look when fully met:		When fully met, our MTSS team will have a fluid process for analyzing data and determining the best supports for students. We will have a		Ashley Cheek	12/01/2023

		<p>standard protocol and a bank of interventions to support student needs.</p> <p>Also when fully met, teachers will be knowledgeable of research based interventions, how to carry them out, what to keep data on, and how to speak on the data.</p>			
Actions			4 of 5 (80%)		
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>					
6/8/17	Provide flexible and strategically designed groups to address skill needs of students evidenced in the remediation and enrichment section of weekly lesson plans		Ashley Cheek	12/01/2023	
<i>Notes:</i>					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently Hopewell teachers are attentive to students' emotional states and attempt to get to know each child on a personal level. However, when a child is struggling due to emotional issues or inappropriate behaviors our teachers are at times at a loss on how to assist students. The teachers seek support from the school counselor and possibly the Exceptional Children's teacher to assist with interventions and the development of personalized behavior plans. As needed, the Randolph County School System behavior specialist will observe the students and work with teachers to develop specific interventions. While we have	Limited Development 06/27/2017		

	some strategies in place to provide emotional support for students, we feel as though we need more professional development in ways to support these students.			
How it will look when fully met:	<p>Teachers will be trained in recognizing students emotional problems and work with the school counselor to create a student specific plan to assist the student.</p> <p>School counselor will present lessons to students in order to help them learn how to manage their own emotions. School counselor will meet with students in small groups to focus on specific coping skills.</p>		Kelly Cecil	05/31/2023
Actions		3 of 5 (60%)		
7/31/18	Have Staff members participate in ACEs training and complete their own ACE score.	Complete 06/28/2021	Tony O'Neal	06/10/2022
<i>Notes:</i>				
9/10/21	Implement Student of the Month initiative to recognize students' character traits. Students will be recognized by the school counselor and given brag tags.	Complete 09/13/2022	Tony O'Neal	06/28/2022
<i>Notes:</i>				
7/31/18	Monitor guidance curriculum and group formation through guidance. Create groups based on social emotional needs of the students.	Complete 10/30/2018	Tracy Dawes	11/01/2022
<i>Notes:</i>				
9/10/21	When classroom teachers have specific social, emotional concerns about students, the school counselor and/or MTSS teams will meet with the classroom teacher to develop student-specific plans with action steps.		Kelly Cecil	04/03/2023
<i>Notes:</i>				
9/10/21	All staff will complete the Mental Health Initiative Plan to develop awareness of students' mental health and environmental concerns.		Kelly Cecil	04/03/2023
<i>Notes:</i>				
	A4.08 ALL pre-k teachers ensure that all students are involved in activities each day that are designed to stimulate development in all domains: social-emotional, physical, approaches to learning, language, and cognitive development.(5126)	Implementation Status	Assigned To	Target Date
Initial Assessment:	We have an established five star day care at our facility. Currently we	Limited Development 10/24/2019		

		use information from evaluations that are done through observation, but we have not tracked that information. Tracking this information will be useful to help with the transition to kindergarten from our Pre-K program.			
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
	How it will look when fully met:	There will be a seamless transition from Pre-k to K. Initial kindergarten screenings will be completed by pre-k staff to facilitate the transition to kindergarten. Our goal will be to increase communication with our parents and daycare providers across the district to ensure effective transitions that involve all stakeholders and focus on the students social emotional as well as academic readiness for kindergarten.	Objective Met 10/10/22	Tony O'Neal	06/28/2022
Actions					
	10/24/19	Meet with Pre-k teachers to establish guidelines and goals for this indicator.	Complete 09/13/2022	Tracy Dawes	06/30/2022
		<i>Notes:</i>			
	10/24/19	Gather demographic data and baseline academic data for each member of Honeycomb.	Complete 09/13/2022	Tracy Dawes	06/30/2022
		<i>Notes:</i>			
Implementation:			10/10/2022		
	Evidence	9/27/2022 We have hosted Way to Grow days with Pre-K students, had consistency with teachers for several years now, and have had open lines of communication through Class Dojo.			
	Experience	9/27/2022 Our Pre-K teachers always ensure that students are stimulated: academically, social-emotionally, physically and through language development.			
	Sustainability	9/27/2022 We will keep an open line of communication with Honeycomb families to help continue smooth transitions from Pre-K to Kindergarten.			
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<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			
How it will look when fully met:	<p>The school will have a written plan to address transitions within the school. We will 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>		Danielle Renfrow	12/01/2023	
Actions		1 of 3 (33%)			
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	12/01/2023	
<i>Notes:</i>					
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	12/01/2023	
<i>Notes:</i>					
	A4.17	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)	Implementation Status	Assigned To	Target Date
Initial Assessment:	<p>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</p>	Limited Development 10/24/2019			

	and standard protocols.			
How it will look when fully met:	The process will be clear to all teachers on how to refer students to the MTSS team and the required documentation to do so. Teachers will understand the purpose of the team and that tiers are concurrently run while students classifications may change.		Jayna Patterson	03/01/2024
Actions		1 of 3 (33%)		
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.		Jayna Patterson	03/01/2024
<i>Notes:</i>				
10/4/22	Create a regular progress monitoring guidelines for Tiers and set up regular procedures for CTT and Team level meetings.		Jayna Patterson	03/01/2024
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Objective is fully implemented.	Limited Development 11/01/2021		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Regularly scheduled Leadership Team meetings will occur twice monthly to review implementation of effective practices.	Objective Met 10/04/22	Tony O'Neal	06/28/2023
Actions					
11/1/21		Using meeting minutes as evidence, the Leadership Team will meet twice monthly.	Complete 06/01/2022	Tony O'Neal	06/28/2023

Notes:

Implementation:		10/04/2022		
Evidence	10/4/2022 Leadership team met regularly			
Experience	10/4/2022 Leadership team met regularly			
Sustainability	10/4/2022 Leadership team met regularly			

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
Initial Assessment:		We currently have various committees but sometimes the same people serve on the same committees without shared leadership.	Limited Development 11/01/2021		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Our committees will provide an infrastructure for continuous improvement. We will incorporate shared leadership and team structures into the school culture to assists in driving improvement. Each committee will have specific functions and purpose to address unique areas of need in schools and whole school improvement.	Objective Met 10/10/22	Greta Traxler	06/28/2023
Actions					
	11/1/21	Have shared leadership across teams	Complete 10/10/2022	Greta Traxler	06/28/2023
Notes:					
Implementation:			10/10/2022		
Evidence	10/10/2022 Committee list, Minutes examples				
Experience	10/10/2022 Our committees provide an infrastructure for continuous improvement. We incorporate shared leadership and team structures into the school culture that assists in driving improvement. Each committee has specific functions and purpose to address unique areas of need in				

	schools and whole school improvement.			
Sustainability	10/10/2022 We will continue running our committees in this manner.			

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Monitoring instruction in school				
	B3.02	The principal collects and acts on data from a variety of sources and in a timely manner.(5148)	Implementation Status	Assigned To	Target Date	
Initial Assessment:		As a new principal, I have not set times where information such as this will be shared. Testing data and CFA data is shared regularly in data meetings each week. A process needs to be implemented to share walk-through, observation, attendance and other pertinent data for staff members.	Limited Development 09/14/2018			
How it will look when fully met:		Attendance, behavior, and other pertinent data related to school operation will be shared with staff at regular intervals to help inform instruction. Data sharing sessions will focus practices to help with continuous school improvement.		Tony O'Neal	06/01/2024	
Actions			1 of 2 (50%)			
	9/14/18	Compile testing, check-in and assessment data to share for staff quarterly.	Complete 06/10/2021	Laura Leonard	06/09/2022	
	<i>Notes:</i>					
	10/26/20	Share testing, attendance and discipline data with staff during School Improvement meetings twice a year.		Tony O'Neal	06/01/2024	
	<i>Notes:</i>					
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The principal monitors curriculum during grade level Professional Learning Team meetings. Standards are discussed, power standards are selected and CFA's are created, administered and reviewed. Any time there is a classroom visit and/or an evaluative observation is conducted, teachers always receive feedback, either in writing or verbally. Classroom instruction is monitored sporadically and needs to be done on a more consistent basis. This information will be used to monitor instruction and adapt instructional techniques as needed.	Limited Development 06/27/2017		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	The principal and assistant will conduct instructional walk-throughs and provide feedback to some staff as the walk-throughs are conducted.		Objective Met 09/14/22	Greta Traxler	06/10/2022
Actions					
7/31/18	Develop walkthrough tool through Google forms to provide immediate feedback for teachers.		Complete 05/31/2021	Aaron Barr	12/30/2021
<i>Notes:</i>					
7/31/18	Principal and assistant principal will document time spent in classrooms and activities that are occurring during those visits.		Complete 09/12/2022	Greta Traxler	05/30/2022
<i>Notes:</i>					
7/31/18	Lesson plans will be turned in by google forms each week and reviewed by the principal, assistant principal and/or lead teacher.		Complete 09/12/2022	Greta Traxler	06/10/2022
<i>Notes:</i>					
Implementation:			09/14/2022		
Evidence	9/14/2022 As evidenced by administrator walkthrough documentation and Google Drive lesson plans and feedback, teachers and students are accustomed to informal observations and valued feedback. Lesson plans are accessible by leadership and feedback is provided.				
Experience	9/14/2022 Teachers became accustomed to informal observations and valued feedback. Grade levels developed a system to organize lessons and units in Google Drive.				
Sustainability	9/14/2022 In order to continue meeting this objective, administration will continue to regularly monitor instruction, provide feedback, document time in classroom and monitor Google Drive lesson plans.				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Our school uses school performance data, classroom observations and data to make decisions about school improvement, professional development, and tiered instruction	Limited Development 11/01/2021		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	The school and school system will use an instructional format focused on Core, Professional Learning Communities, MTSS and Data Driven Decision Making in all curricular aspects.	Objective Met 10/10/22	Greta Traxler	06/28/2023
Actions				
11/1/21	The school and school system will use an instructional format focused on Core, Professional Learning Communities, MTSS and Data Driven Decision Making in all curricular aspects.	Complete 10/10/2022	Greta Traxler	06/28/2023
<i>Notes:</i>				
Implementation:		10/10/2022		
Evidence	10/10/2022 The school and school system will use an instructional format focused on Core, Professional Learning Communities, MTSS and Data Driven Decision Making in all curricular aspects.			
Experience	10/10/2022 The school and school system will use an instructional format focused on Core, Professional Learning Communities, MTSS and Data Driven Decision Making in all curricular aspects.			
Sustainability	10/10/2022 The school and school system will use an instructional format focused on Core, Professional Learning Communities, MTSS and Data Driven Decision Making in all curricular aspects.			
	C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To
Initial Assessment:	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		
How it will look when fully met:	Teachers will be knowledgeable of the math block including: Graham Fletcher Fact Fluency kits. Number Talks. and differentiation with the		Greta Traxler	06/02/2025

	Quantiles website or Bridges intervention kit. We will use HMM data to look at student needs and track growth.			
Actions		0 of 4 (0%)		
10/10/22	Complete the Structure of the Math Block professional development in a staff meeting or CTT's.		Greta Traxler	06/02/2025
	<i>Notes:</i>			
10/10/22	Differentiate and deliver Number Talks professional development based on need		Greta Traxler	06/02/2025
	<i>Notes:</i>			
10/10/22	Deliver Graham Fletcher Fact Fluency kit professional development to all classroom math teachers.		Greta Traxler	06/02/2025
	<i>Notes:</i>			
10/10/22	Monitor HMM data, dig into student deficits and find resources on the Quantiles website based on student needs.		Greta Traxler	06/02/2025
	<i>Notes:</i>			

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Talent recruitment and retention				
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			RCSS has a plan for recruiting, evaluating, rewarding and replacing.	Limited Development 11/01/2021		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			This objective is fully met.	Objective Met 09/14/22	Greta Traxler	06/28/2022
Actions						
	11/1/21	This objective has been fully implemented.		Complete 09/12/2022	Tracy Dawes	06/28/2022
<i>Notes:</i>						
Implementation:				09/14/2022		
Evidence		9/12/2022 As evidenced by the recruiting, rewarding, evaluating and retaining list, RCSS and our school has many strategies for recruiting and retaining				

	teachers.			
Experience	9/12/2022 RCSS and our school has many strategies for recruiting and retaining teachers.			
Sustainability	9/12/2022 RCSS and our school has many strategies for recruiting and retaining teachers.			

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>Our school sends out weekly phone calls to parents about school-wide events.</p> <p>Classroom teachers send weekly folders, with newsletters, that convey current curriculum being taught in that classroom.</p> <p>Dojo messages are sent daily between parents, teachers and other staff members (such as the school counselor, data manager, nurse) to maintain communication about students.</p>	Limited Development 11/01/2021		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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How it will look when fully met:	<p>Our school sends out weekly phone calls to parents about school-wide events.</p> <p>Classroom teachers send weekly folders, with newsletters, that convey current curriculum being taught in that classroom.</p> <p>Dojo messages are sent daily between parents, teachers and other staff members (such as the school counselor, data manager, nurse) to maintain communication about students.</p> <p>Our school will set up a Facebook page to inform families and</p>	Objective Met 10/04/22	Greta Traxler	06/10/2022
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communities about events.

Actions

11/1/21 Hopewell will continue to send home weekly phone messages, weekly/daily communication about curriculum and student concerns.

Complete 09/12/2022

Tracy Dawes

06/10/2022

Notes:

Implementation:

10/04/2022

Evidence

9/12/2022
As evidenced by weekly phone call logs, class Dojo reports, newsletters, and our school Facebook page, our school and teachers are regularly communicating with families and our community.

Experience

9/12/2022
Teachers regularly communicate with parents through a variety of methods. Parents are well informed at our school.

Sustainability

9/12/2022
Our school will continue to send out weekly phone calls to parents about school-wide events. Classroom teachers will continue to send weekly folders, newsletters, and messages that convey current curriculum being taught in that classroom. Dojo messages will continue to be sent daily between parents, teachers and other staff members (such as the school counselor, data manager, nurse, media specialists) to maintain communication about students. Our school will communicate with families and our community via our school Facebook page.



NCStar/SIP Mandatory Components

School Name: Hopewell Elementary School

School Year: 2022-2023

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, 5th 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.