



Hopewell Elementary School
School Improvement Plan
2019-2020

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

Vision:

Succeed

while providing an equitable

21st Century Education.

Goals:

Students First In ALL We Do



! = 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	Implementation Status	Assigned To	Target Date

			assessment to provide support enhanced learning opportunities for students.(5086)			
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 the development of standards-aligned units of instruction for each subject and grade level. Teachers meet in data 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 have standard-aligned units of instruction for reading, math and science with integration of social studies in to the reading units, that will include remediation and re-teaching based on either Common Formative assessments or the Pre-test/Post-test model to determine student proficiency. Groups will be formed across grade levels to make sure that students are receiving necessary interventions and remediation.		Elizabeth Cunha	06/28/2020
Actions				0 of 3 (0%)		
	9/14/18		Teachers will create and administer common formative assessments or pre-assessment for each new math unit.		Elizabeth Cunha	06/28/2020
<i>Notes:</i>						
	9/14/18		Analyze data from CFA or pre-assessment and group students according to needs for remediation and enrichment.		Zack Reece	06/28/2020
<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.		Elizabeth Cunha	06/28/2020
<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 expectations and common grade level expectations.	Limited Development 09/20/2019		
How it will look when fully met:			Positive behavior techniques will be used in every classroom in the school.		Lora Krpejs	06/28/2020
Actions				0 of 2 (0%)		

10/24/19	Teach positive behavior strategies to the teachers to implement in the classroom.		Kim Davidson	10/29/2019
<i>Notes:</i>				
10/24/19	Implement school wide behavior goals with rewards for positive behavior.		Aaron Barr	06/10/2020
<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 the development of standards-aligned units of instruction for each subject and grade level.	Limited Development 06/27/2017		
<i>How it will look when fully met:</i>			Every grade level will have standard-aligned units of instruction for reading, math and science with integration of social studies in to the reading units.		Darlene Wyatt	06/12/2020
Actions				0 of 3 (0%)		
7/31/18			Teachers will utilize daily planning time to create units aligned to standards that implements pre- and post- testing as well as common formative assessments.		Laura Leonard	05/30/2020
<i>Notes:</i>						
7/31/18			Teachers will utilize planning periods to determine accurate pacing for their instruction using the new Math standards.		Laura Leonard	05/30/2020
<i>Notes:</i>						
7/31/18			Teachers will conduct a review of current resources and curriculum to facilitate planning and integration of standards.		Laura Leonard	05/30/2020
<i>Notes:</i>						
		A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	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	Limited Development 09/14/2018		

	are not undergoing the development of standards-aligned units of instruction for each subject and grade level.				
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Every grade level will have standard-aligned units of instruction for reading, math and science with integration of social studies in to the reading units.		Objective Met 08/20/19	Susan McCrary	10/25/2019
Actions					
9/14/18	Teachers will meet 3 times a week to develop grade level lesson plans.		Complete 06/28/2019	Susan McCrary	06/28/2019
<i>Notes:</i>					
9/14/18	Teachers will attend quarterly ELA and Math staff development modules.		Complete 06/28/2019	Suzanne Finch	06/28/2019
<i>Notes:</i>					
9/14/18	Teachers will develop plans for quarterly pacing guides for each curricular area.		Complete 08/16/2019	Meredith Harrison	06/28/2019
<i>Notes:</i>					
Implementation:			08/20/2019		
Evidence	8/20/2019 plans are documented in the Hive Drive that is linked to Indistar.				
Experience	8/20/2019				
Sustainability	8/20/2019 Continued grade level planning and vertical planning to ensure standards are addressed in plans.				
	A2.14	Units of instruction include specific learning activities aligned to objectives.(5104)	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 the development of standards-aligned units of instruction for each subject and grade level.		Limited Development 09/14/2018		

How it will look when fully met:	Every grade level will have standard-aligned units of instruction for reading, math and science with integration of social studies in to the reading units.		Kelly Cecil	08/30/2020
Actions		0 of 3 (0%)		
9/14/18	Teachers will complete and implement quarterly planning guides to meet specific objectives in math.		Lora Krpejs	06/28/2020
<i>Notes:</i>				
9/14/18	Teachers will create and implement weekly lesson plans to meet specific objectives in math.		Darlene McLean	06/28/2020
<i>Notes:</i>				
9/14/18	Teachers will incorporate lessons and activities from tools4ncteachers.com into pacing guides and plans.		Darlene McLean	06/28/2020
<i>Notes:</i>				

Core Function:			Dimension A - Instructional Excellence and Alignment		
Effective Practice:			Data analysis and instructional planning		
		A3.03	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(5112)	Implementation Status	Assigned To
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 and interventions for the students. A schedule will be posted through agendas to review that data and attempt to improve this data.		Aaron Barr
Actions				1 of 2 (50%)	
9/14/18	Create timeline for the year that predetermines when data will be shared with staff.			Complete 08/21/2019	Aaron Barr

Notes:				
9/14/18	Compile relevant data to be shared with staff.		Aaron Barr	06/01/2020
Notes:				

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 teams, 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 student needs additional support.	Limited Development 05/11/2017		
How it will look when fully met:			By the end of the 2019-20, 85% of classroom teachers will provide differentiated instruction in math and reading based on the MTSS tiers as evidenced by lesson plans for core instruction, remediation/enrichment and administrative walk-throughs	Objective Met	Aaron Barr	05/31/2019
Actions				4 of 4 (100%)		
	6/8/17		Monitor individualized guided reading plans	Complete 05/31/2019	Pope, Hatcher, Thompson, Stolp, Finch, Burgess	10/31/2017
Notes:						
	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	Complete 05/31/2019	Krpejs, Barrios, Peeler, Marciales, Allen, Cappai	10/31/2017
Notes:						
	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	Patterson, Billings	10/31/2017
Notes:						
	6/8/17		Monitor and analyze lesson plans with a focus on math stations	Complete 10/31/2017	Queen Stepp, Williams, Weist, Harrison, McCrary	05/31/2019
Notes:						

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			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 guidance 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 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.	Limited Development 06/27/2017		
How it will look when fully met:			We will have a specific protocol for staff members to follow should they have a concern about a student's emotional state. Teachers will be trained in recognizing students emotional problems and work with the guidance counselor to create a student specific plan to assist the student. Guidance counselor will present lessons for students to assist them to learn how to manage their own emotions.		Meredith Harrison	06/07/2020
Actions				2 of 3 (67%)		
	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	Amy Hawkins	10/30/2018
<i>Notes:</i>						
	7/31/18		Implement positive behavior referrals for students and kind student of the month that shows kindness to peers.	Complete 10/19/2018	Aaron Barr	10/30/2018
<i>Notes:</i>						
	7/31/18		Have Staff members participate in ACEs training and complete their own ACE score.		Tony O'Neal	12/20/2019
<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 use information from evaluations that are done through observation, but we have not tracked that information. Tracking this information	Limited Development 10/24/2019		

			will be useful to help with the transition to kindergarten from our Pre-K program.			
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.		Aaron Barr	06/28/2020
Actions				0 of 2 (0%)		
	10/24/19		Meet with Pre-k teachers to establish guidelines and goals for this indicator.		Aaron Barr	12/20/2019
<i>Notes:</i>						
	10/24/19		Gather demographic data and baseline academic data for each member of Honeycomb.		Aaron Barr	06/10/2020
<i>Notes:</i>						
	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:			Currently we have transition meetings set up from day care to Kindergarten and also fifth grade to sixth grade. Administration meets quarterly with administrators from Braxton Craven to ensure a smooth transition to sixth grade for our fifth graders. Also, the fifth grade students take a field trip to Braxton Craven in order to acclimate to the school environment there.	Limited Development 10/24/2019		
How it will look when fully met:			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.		Susan McCrary	12/18/2020
Actions				0 of 2 (0%)		
	10/24/19		Participate in Growth Mindset Coach book study monthly.		Jill Burgess	06/10/2020
<i>Notes:</i>						
	10/24/19		Vertical planning meetings are held once a month to address curriculum needs and create a common language.		Susan McCrary	06/10/2020
<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:			Currently we address every student through the MTSS process. Our process is smooth and runs through our grade levels first during PLC 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 have a strong process and a strong team, but we are implementing new guidelines that will need to be addressed.	Limited Development 10/24/2019		
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.		Laura Leonard	06/28/2020
Actions				0 of 2 (0%)		
	10/24/19		Collaborate with Archdale Elementary to create and use pilot paperwork that addresses the MTSS process.		Laura Leonard	01/30/2020
<i>Notes:</i>						
	10/24/19		Create a repository of evidence based interventions for staff to use.		Laura Leonard	06/10/2020
<i>Notes:</i>						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The LEA has a district team comprised of various stakeholders within the LEA that works as a team to help transform schools.	Limited Development 10/15/2019		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			This objective has already been met. The LEA shares the district team information with the schools.	10/24/19	Tony O'Neal	10/16/2019

Actions					
<i>Notes:</i>					
Implementation:			10/24/2019		
Evidence	10/16/2019 Evidence is provided in links				
Experience	10/16/2019 The LEA team shares information with the necessary personnel at district meetings. This has been ongoing for several years.				
Sustainability	10/16/2019 The LEA team will share information with principals, assistant principals and lead teachers about initiatives/plans for our school and district.				
	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
Initial Assessment:			Leadership team meets twice per month. Once as a school leadership team and the other as an MTSS team. Both of these teams coordinate information to be shared to inform each other's practices.	Limited Development 05/03/2017	
			Priority Score: 3 Opportunity Score: 3 Index Score: 9		
How it will look when fully met:			School Leadership Team meets twice a month that are evidenced by our Team minutes.	Objective Met 10/14/19	Aaron Barr
Actions					
	6/8/17	Leadership Team meets on the 2nd and 4th Tuesday of the month		Complete 10/14/2019	Harper
<i>Notes:</i>					
	12/5/17	Leadership Team members met twice a month in September and October. The team will continue to meet twice a month for the remainder of the year.		Complete 10/14/2019	Sharon Harper
<i>Notes:</i>					
Implementation:			10/14/2019		
Evidence	10/14/19 Meeting agendas are current and reflect the number of meetings per month that were held.				
Experience	10/14/19 Meetings have been taking place per agendas and noted on staff calendars.				

Sustainability	10/14/19 Meetings will continue to be scheduled twice monthly to fulfill this goal.			
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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:			Instructional planning is expected during each planning period. These planning periods are 45 minutes daily. Teachers are responsible for dividing the curriculum and planning collaboratively. We participate in weekly data meetings where we review common formative assessments. The data is dis-aggregated and instruction is planned based on the needs of the students. We also participate in monthly vertical planning sessions.	Full Implementation 10/24/2019		

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 and interventions for the students. A schedule will be posted through agendas to review that data and attempt to improve this data.		Aaron Barr	06/28/2020
Actions				0 of 1 (0%)		
9/14/18		Compile data to share for staff and determine venue and frequency to share data.			Aaron Barr	06/09/2020
Notes:						

	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.	Limited Development 06/27/2017		
How it will look when fully met:			The principal will conduct daily instructional walk-throughs and provide feedback to some staff as the walk-throughs are conducted.		Aaron Barr	06/07/2020
Actions				0 of 3 (0%)		
	7/31/18	Principal will document time spent in classrooms and activities that are occurring during those visits.			Aaron Barr	05/30/2020
<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.			Aaron Barr	05/30/2020
<i>Notes:</i>						
	7/31/18	Develop walkthrough tool through Google forms to provide immediate feedback for teachers.			Aaron Barr	12/30/2020
<i>Notes:</i>						

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:			Limited development-Hopewell meets weekly to discuss school, district and classroom performance data.	Limited Development 05/11/2017		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			All common formative assessments, Pre-tests, TRC, Dibels, and Benchmark data and administrative walk-throughs will be used to best determine school improvement needs which may determine professional development	Objective Met 10/28/19	Aaron Barr	06/12/2019

Actions				
3/23/18	Analyze common formative assessment and/or Pre/Post, TRC, Dibels and Benchmark data to determine how to differentiate instruction for students based on aforementioned data	Complete 06/08/2018	Aaron Barr	06/08/2018
<i>Notes:</i>				
6/8/17	K-5 teachers will develop CFAs and/or Pre/Post Tests for math power standards	Complete 06/08/2018	Aaron Barr	06/12/2019
<i>Notes:</i>				
6/8/17	Analyze common formative assessment and/or Pre/Post, TRC, Dibels and Benchmark data to determine how to differentiate instruction for students based on aforementioned data	Complete 06/08/2018	Aaron Barr	06/12/2019
<i>Notes:</i>				
6/8/17	Utilize our Enrichment and Remediation block to group students by specific needs to offer review and/or enrich activities for identified power standards.	Complete 10/31/2017	Aaron Barr	06/12/2019
<i>Notes:</i>				
12/5/17	<p>Teachers have developed CFAs and/or Pre/Post Tests for math power standards one per month in September and October. They will continue to monitor this weekly.</p> <p>Analyze common formative assessment and/or Pre/Post, TRC, Dibels and Benchmark data to determine how to differentiate instruction for students based on aforementioned data. Teachers used beginning of the school year data, progress monitoring data, CFA data, benchmark data, and NC Check-In to determine how to differentiate instruction and to provide inventions/ enrichment.</p> <p>Utilize our Enrichment and Remediation block to group students by specific needs to offer review and/or enrich activities for identified power standards.</p>	Complete 01/25/2018	Aaron Barr	06/12/2019
<i>Notes:</i>				
Implementation:		10/28/2019		
Evidence	7/31/2018			
Experience	7/31/2018			
Sustainability	7/31/2018			

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
		C3.01	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently there is not a system in place to regularly celebrate the achievements of our staff in relation to student achievement.	Limited Development 09/14/2018		
How it will look when fully met:			Staff will fully understand what is valued and celebrated in terms of student achievement. Celebrations will be held at regular intervals based on values and predetermined metrics.		Aaron Barr	12/20/2019
Actions				1 of 2 (50%)		
		9/14/18	Survey staff to determine values and what should be celebrated.	Complete 11/26/2018	Aaron Barr	12/01/2018
Notes:						
		9/14/18	Have conversation with staff to determine values to reward and what the rewards might be.		Aaron Barr	12/20/2019
Notes:						
	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:			The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. Evidence is linked in folder C3.04.	Full Implementation 10/24/2019		

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	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
Initial Assessment:			Every grade level at Hopewell currently sends home weekly or monthly newsletters. Parents can access teachers' webpages as well. As needed,	Full Implementation 10/24/2019		

School Messenger is used to send home information about expectations, curriculum issues and how parents can assist at home. We host a Curriculum Night annually. At this evening meeting, we provide previous year's EOG results and information about the Read To Achieve law is shared with parents of 3rd grade students. A curriculum guide that outlines the curricular standards is distributed to all parents. In addition, teachers offer recommendations of ways that parents can help their child at home. We conduct a reading night specifically for the parents of 1st and 2nd grade struggling readers. We provide an end of first quarter parent/ teacher conference at all grade levels to discuss students' progress and offer suggestions to parents on how they can help at home. At the end of the first semester and the beginning of 3rd quarter, if students continue to be identified as "at-risk", conferences are conducted with parents to share academic progress and alternate supports that will be provided. If these supports are modified or changed throughout the year, parents are notified as well. We send home a weekly Parent-School Communicator folder that provides parents with information about their child's progress and what curricular topics are being covered. Following the assessment periods, parents are notified of students' results and given suggestions on how to support their child at home. Twice yearly, our school engages in student-led conferences, where students share personal growth and goals in their data notebooks with parents. Parents are asked to help develop home goals and actions that will help support their child's goals.



School: Hopewell Elementary

School Year: 19-20

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: “The principal of each school, representatives of the assistant principals, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot...Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff.”

Committee Position	Typed Name	Signature	Date
Kindergarten	Lora Krpejs		9/20/19
	Danielle Renfrow		9/20/19
First	Darlene Wyatt		9/20/19
	Erin Queen		9/20/19
Second	Zac Reece		9/20/19
	Beth Cunha		9/20/19
Third	Erin Stolp		9/20/19
	Marisa Hancock		9/20/19
Fourth	Suzanne Finch		9/20/19
	Meredith Harrison		9/20/19
Fifth	Susan McCrary		9/20/19
	Jill Burgess		9/20/19
Media	Kelly Cecil		9/20/19
Guidance	Amy Hawkins		9/20/19
EC	Allison Dunlap		9/20/19
TA	Tina Billings		9/20/19
Lead Teacher	Laura Leonard		9/20/19
AP	Tony O’Neal		9/20/19
Parent	Melody Hill		9/20/19
Principal	Aaron Barr		9/20/19



NCStar/SIP Mandatory Components

School Name: Hopewell Elementary

School Year: 19-20

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.

Teachers are able to determine duty free lunch based on an alternating daily schedule. Teacher 1 will have duty free on one day and the next day Teacher 2 would have duty free. On the days that teacher 1 is in the cafeteria, they cover teacher 2's class. Teacher 2 would cover teacher 1's class when they are in the cafeteria.

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. They also have planning from 2:35 to 3:15 four days a week.

Transition Plan for At-Risk Students

- ☒ Elementary to Middle School
☐ Middle School to High School

Please describe transition plan below.

Our fifth grade participates in a tour of our sixth grade school, Braxton Craven. That tour is done during the spring. Our principal's meet regularly to discuss the transition. The principal from Braxton visits Hopewell twice a year, once in the fall and once in the spring. They address the staff and students in the spring. The principal from Hopewell also visits the students at Braxton to visit students and insure a smooth transition. This is in addition to orientations and meetings in the Spring for students to become acquainted with Braxton Craven.