



Hopewell Elementary School
School Improvement Plan
2017-2018

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.

Goals:

Randolph County School System Goal 2019 By the end of the 2018-2019 school year, at least 75% of the students taking End-of Grade (EOG) tests and End-of-Course) EOC tests in the Randolph County School System will perform at or above "Level 3" and all subgroups of students will perform at the "Expected Growth" Level or higher.



! = Past Due Actions

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
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
<i>Initial Assessment:</i>		All classroom teachers develop classroom management plans in cooperation with students which includes rewards and consequences. All classroom teachers implement a system of positive reinforcement. It is shared with administrators and parents at the beginning of the year. Within the first week of school, all teachers review the Randolph County policies and procedures handbook. In addition, information including Hopewell expectations while in assemblies, cafeteria, hallways, bathroom, etc is shared with students and modeled by our teachers. Our school's Crisis/Emergency Management Plan and Randolph County bus safety guidelines are shared with students at the beginning of the year and reviewed quarterly.	Full Implementation 08/28/2017		

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.		Tony O'Neal	06/12/2020
Action(s)	Created Date		0 of 1 (0%)		
1	9/7/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action steps will be added in the future as progress toward this indicator is achieved.		Tony O'Neal	06/05/2020
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
<i>Initial Assessment:</i>		Limited development-Hopewell has a Multi-Tiered System of Support (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		
<i>How it will look when fully met:</i>		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		Sharon Harper	06/12/2020
Action(s)	Created Date		0 of 4 (0%)		

1	6/8/17	Monitor individualized guided reading plans		Pope, Hatcher, Thompson, Stolp, Finch, Burgess	10/31/2017
<i>Notes:</i>					
2	6/8/17	Monitor and analyze lesson plans with a focus on math stations		Johnson, Stepp, Williams, Ross, Harrison, McCrary	10/31/2017
<i>Notes:</i>					
3	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		Krpejs, Barrios, Peeler, Marciales, Weist, Davidso	10/31/2017
<i>Notes:</i>					
4	6/8/17	MTSS team meets monthly to discuss at-risk students and provide appropriate research-based intervention as evidenced by MTSS minutes		Patterson, Billings	10/31/2017
<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
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.		Tony O'Neal
Action(s)			Created Date	0 of 1 (0%)	06/07/2019

1	9/7/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action steps will be added in the future as progress toward this indicator is achieved.		Tony O'Neal	06/07/2019	
<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
<i>Initial Assessment:</i>			In the spring of each school year, classroom teachers of students in grades Kindergarten-4th grade review the academic, social and emotional needs of their students and assist principal and lead teacher in the development of classes for the following school year. Once academic abilities and needs (including EC, AIG, ESOL, etc) are met, we look at other considerations, such as gender and social and emotional characteristics in an effort to best place all students. At the beginning of each school year, information about students who have previously been identified as "at-risk" and have received interventions the previous year are shared with current teachers. In the spring of each school year, the teachers of 5th grade students complete a student summary page for all students, that includes specific information such as their academic, social and emotional profile. In addition, the transition from 5th grade to 6th grade is eased for students with a field trip to the middle school. The students take a tour of the middle school, and then the guidance counselor meets with students to share information on selecting electives, switching classes, and how to become a more responsible student. In late May, the middle school principal comes to Hopewell and meets with all 5th grade students to discuss what middle school will be like and what the expectations are for the students. If we have any identified "at-risk" students, the middle school principal meets with these individuals. For all students that are identified as EC, the middle school EC teacher attends the student's transitional IEP meeting and amends the IEP to reflect middle school needs and services. Once the 5th grade students have entered middle school and within the first quarter of the new school year the elementary principal of these students will visit the middle school to check-in with the students and answer any questions or concerns that teachers may have.	Full Implementation 08/28/2017		

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
<i>Initial Assessment:</i>		Randolph County's LEA has a designated LEA support person for each school in Randolph County School System. Beth Davis is Hopewell's designated LEA support.	Full Implementation 05/11/2017		
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
<i>Initial Assessment:</i>		Currently we are at the limited level of implementation of B1.03 due to the fact that our Leadership Team only meets once a month. For school year in 2017-2018 we will begin meeting twice a month throughout the school year.	Limited Development 05/03/2017		
<i>How it will look when fully met:</i>		School Leadership Team meets twice a month that are evidenced by our Team minutes.		Sharon Harper	06/13/2018
Action(s)	Created Date		0 of 1 (0%)		
1	6/8/17	Leadership Team meets on the 2nd and 4th Tuesday of the month		Sharon Harper	10/31/2017
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers meet four times a week as Professional Learning Teams (PLTs) during a common planning period. Within these 45 minute meetings, teachers discuss data, curriculum, assessments, and lesson plans. Each team member is responsible for planning a specific content area for their grade level. These assignments may change quarterly or last throughout the school year. Monthly, teachers meet in vertical Professional Learning Teams.	Full Implementation 06/27/2017		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date

Initial Assessment:		The principal monitors curriculum during grade level Professional Learning Team meetings. Standards are discussed, power standards are selected and Common Formative Assessments (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 walkthroughs and provide feedback to some staff as the walkthroughs are conducted.		Sharon Harper	06/07/2019
Action(s)	Created Date		0 of 1 (0%)		
1	9/7/17	Our School Improvement Team is currently in the process of reviewing the Key Indicators. We will continue to review the Key Indicators as part of our school improvement process and note progress. Action steps will be added in the future as progress toward this indicator is achieved.		Sharon Harper	06/07/2019
Notes:					

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		
How it will look when fully met:		All common formative assessments, Pre-tests, TRC, Dibels, and Benchmark data and administrative walkthroughs will be used to best determine school improvement needs which may determine professional development		Cathy Wray	06/12/2019
Action(s)	Created Date		0 of 3 (0%)		
1	6/8/17	K-5 teachers will develop CFAs and/or Pre/Post Tests for math power standards		Queen, McLean, Reece, Cunha, Allen, Cheek	10/31/2017
Notes:					
2	6/8/17	Analyze common formative assessment and/or Pre/Post, TRC, Dibels and Benchmark data to determine how to differentiate instruction for		Queen, McLean, Reece, Cunha, Allen,	10/31/2017

		students based on aforementioned data		Cheek	
<i>Notes:</i>					
3	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.		Krpejs, Barrios, Peeler, Marciales, Weist, Davidson	10/31/2017
<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
<i>Initial Assessment:</i>			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 05/11/2017	

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
<i>Initial Assessment:</i>			Every grade level at Hopewell currently sends home weekly or monthly newsletters. Parents can access teachers' webpages as well. As needed, 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	Full Implementation 06/27/2017	

<p>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.</p>			
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NCStar/SIP Mandatory Components

School Name: Hopewell Elementary

School Year: 2017-2018

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.

Utilize Teacher Assistants to provide 25 minutes daily duty free lunch and/or planning for teachers.

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.

Align master schedule to provide duty free instructional planning for 45 minutes daily.

Transition Plan for At-Risk Students

Elementary to Middle School

Middle School to High School

Please describe transition plan below.

In the spring of each school year, the teachers of 5th grade students complete a student summary page for all students, that includes specific information such as their academic, social and emotional profile. In addition, the transition from 5th to 6th grade is eased for students with a field trip to the middle school. The students take a tour of the middle school, and then the guidance counselor meets with students to share information on selecting electives, switching classes and how to become a more responsible student. In late May, the Middle School principal comes to Hopewell and meets with all 5th grade students to discuss what middle school will be like and what the expectations are for the students. If we have any identified "at-risk" students, the principal then meets with them individually to discuss transition.

Safe School Plan for

Hopewell Elementary School

Pursuant to General Statute 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Statement of Responsibility for the School District Superintendent – In accordance with General Statute 115C-105.47 (b) (2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal’s performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:

If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his personnel file, or withholding of the superintendent's salary or both.

Statement of Responsibility for the School Principal – In accordance with General Statute 115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

If the principal fails to carry out the above mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the principal’s personnel file and disciplinary proceedings under General Statute 115C-325.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s):

Teachers: All school personnel are responsible for maintaining a safe, secure, and orderly school environment in accordance with RCSS and school developed crisis management plans.

Teacher Assistants:

Other School Staff:

Services for At-risk Students – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both:

The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS).

Pursuant to General Statute 115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary:

The Randolph County School System utilizes the Multi-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.

Pursuant to General Statute 115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:

Short-Term (less than 15 days):

Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.

Short-Term (minimum of 15 days):

Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.

Long-Term Suspended:

Schools will follow the Randolph County School System Alternative Education Options procedures.

In accordance with General Statute 115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. *(Copy as needed depending upon the number of goals.)*

Goal: Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus

Target: Increase staff awareness and implementation of safety procedures throughout the campus

Indicator: Rosters of staff trainings; safety drill logs; visitor logs

Milestone Date: Quarterly

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:				
In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs):				
Goal: Promote a safe and orderly environment conducive to learning by maintaining a secure campus				
Target: Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team				
Indicator: Discipline data, attendance data, suspension data, MTSS logs				
Milestone Date: Quarterly				
Goal:				
Target:				
Indicator:				
Milestone Date:				
In accordance with General Statute 115C-105.47(b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:				
Professional Development	Planned/Completed			
Safe School Training				
MTSS Training				
Data Analysis				
Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:				
Maintain the Sheriff's Department as a community partner as it continues to provide:				
<ul style="list-style-type: none"> ● one SRO's (School Resource Officers) at each of the six traditional high schools ● one SRO (School Resource Officer) for each of the six middle schools ● one SRO (School Resource Officer) for the one sixth grade school ● two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School ● one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools ● two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools 				
Maintain established protocol for communication and collaboration with community agencies that provide support to students.				
Pursuant to General Statute 115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community:				
<ul style="list-style-type: none"> ● The Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system. ● District and school level safety meetings will be held quarterly to provide information updates and training. 				

- **A separate detailed Crisis Management Plan is maintained per facility.**