



Hoke County Schools Title I Plan FY24

LEA Name	Hoke County Schools
LEA #	470
School Name	Hawk Eye Elementary School
School Website	https://www.hcs.k12.nc.us/domain/298
School Grade span	PreK-5
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b style="color: red;">Number of PreK students: 18
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> All <input type="checkbox"/> Other (Specify)
School Principal Name	Heather D. Brower
School Principal Email Address	hbrower@hcs.k12.nc.us
School Mailing Address	4321 Old Maxton Road Red Springs, NC 28377
School Phone Number	(910) 875-2470
School Improvement Chair	Brittany Torres
Superintendent Name	Dr. Rodney Shotwell (Interim)
Superintendent Email Address	rodney.shotwell@hcs.k12.nc.us
Confirm that the Schoolwide/Targeted Assistance Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<p style="text-align: center;">Names of Planning Team <i>(include staff, parents & at least one student if Secondary School)</i></p> <p style="text-align: center;">Heather D. Brower Ashley D. Locklear Tammie Earhart Brittany Torres Keshia Campbell Kelly Armstrong Hannah Locklear Marikay Cooley D'Etta Kyle Carrie Covington Selena Jones Stefany VanScyoc Tonynia Bell</p>	<p style="text-align: center;">Titles of those on Planning Team</p> <p style="text-align: center;">Principal Assistant Principal Academic Coach Teacher Teacher Teacher Teacher Teacher Teacher Teacher School Counselor Media Coordinator Teacher</p>

School Information <i>(Use the month of May)</i>		
Enrollment: 363	Average Class Size: 16	Number of Certified Instruction Staff: 33
Race and Ethnicity Percentages		
White: 6 %	Hispanic: 31 %	Asian: 0 %
Black/African American: 12 %	American Indian/Alaskan Native: 39 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 11 %	
Other Demographics Percentages		
Poverty: 98 %	English Learner: 17 %	Exceptional Children: 14 %

Assessments/Data used to complete Comprehensive Needs Assessment	
3-5 Reading End of Grade Test	mClass (Grades K-3)
3-5 Math End of Grade Test	
Grade 5 Science End of Grade Test	

1. Comprehensive Needs Assessment

2. Schoolwide reform strategies

2.1

Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs.

At Hawk Eye Elementary School, there are several different strategies in our schoolwide plan that address the needs of the whole child, especially those at risk of not meeting the challenging state academic standards. There are several ways in which we regularly monitor and revise our plan based on student needs. Once each week, teachers, the academic coach, and administrators meet as a PLT to focus on MTSS/Data discussions. During this meeting, teachers and administrators analyze the most current data (common assessments, NC Check-Ins/benchmarks, McLass data, formative assessment, etc. in order to work through the TIPS process to identify specific issues. Once the problem is identified, the PLT will go through the MTSS Problem Solving Framework in order to decide whether the “core” is working. The second PLT meeting of the week will focus on content. Teachers and administration will work together to unpack standards, plan core and small group instruction, and create common assessments. Data and PLT meetings can be held once or twice each week depending upon the needs of the staff and students.

For documentation purposes, all of our PLT agendas and minutes are shared via Google Docs. This also serves as a way for our ELL and EC teachers to access this information in order to meet the needs of any students discussed. In addition, the PLT agendas/minutes have each grade level’s “Electronic Data Notebook ” linked into the minutes so that all teachers and staff members have access to the data discussed.

Additionally, we will continue to further develop the screening process/protocol at Hawk Eye for “tiering” students based on their attendance, academics, and behavior. The Hawk Eye team will be using the data decision rules provided by the district in order to determine if our “core” support is effective for our population of students. If it is determined, based on the data decision rules, that the core support is not effective for individual students, then the student’s tier would need to be adjusted. The tiering of students will assist in guiding our efforts to address all of the individual academic and behavioral needs of our student population. The School Improvement Team/Multi-Tiered System of Support (SIT/MTSS) Team will facilitate the student “tiering” process and monitor these students regularly to adjust plans based on all of the available data points. Certified staff members at Hawk Eye Elementary will also utilize the following professional resources: “Best Practices at Tier 1: Daily Differentiation for Effective Instruction”, “Best Practices at Tier 2: Supplemental Interventions for Additional Student Support”, and “Best Practices at Tier 3: Intensive Interventions for Remediation”. These

resources will assist staff members in providing interventions for students at each tier of the MTSS process.

Student support services will support the whole child by eliminating barriers to student achievement, such as student attendance and student behavior. This support will continue to occur in small group counseling sessions based on students' behavioral needs that will occur on a quarterly basis. These small group counseling sessions will be provided by the school counselor and social worker. Hawk Eye students will participate in Morning Meetings which will emphasize Hawk Eye's PBIS and academic behavioral expectations. Homeroom teachers will strive to meet the social-emotional needs of the Hawk Eye student population by planning and implementing Morning Meetings every morning. The social-emotional needs of our students will also be addressed in monthly sessions with each grade level.

Students at Hawk Eye Elementary will also take part in Sustained Silent reading each day of the week from 7:50-8:05 each morning. At Hawk Eye, we understand the more students read, the more their reading stamina increases. Once the routine of Sustained Silent Reading has been established, students will complete standards based activities based on the book of their choice.

3. Qualifications of instructional paraprofessionals

3.1 *Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements.*

All ESEA requirements are reviewed during the hiring process, which is also verified at the district level. Currently our paraprofessionals have an associate or bachelor's degree or 48 hours.

4. High quality and ongoing professional development

4.1 *Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school.*

Hoke County Schools provides district PLT meetings periodically during the school year. These meetings are opportunities for teachers to meet with other educators in their grade level and/or content area to unpack the upcoming standards and receive resources for academic standards from district team members, academic coaches, and teacher leaders. Hawk Eye administrators will determine any needs the staff may have regarding digital professional development and will communicate with the Digital Instructional Facilitator assigned to our school to provide any additional training our teachers may need.

Teachers are provided professional development opportunities during our Professional Learning Team meetings when necessary. At least one of these meetings is devoted to the analysis of data from academic standards. Teachers and administration discuss the data in depth, and determine intervention plans based on the data. Professional development sessions that are required by the whole staff can also be provided during our Monday Matters meetings. The School Improvement Team has also decided to use a portion of our Title I funds to pay for substitutes twice a year so teachers in Grades K-5 can attend half day “Data Days.” During each grade level’s session, the teachers, academic coach, and administration engaged in critical data analysis, content planning, and collaboration with our EC and EL teachers to ensure student academic growth.

We will continue professional development during the 2023-2024 regarding the integration of Powerful Literacy Practices and the Powerful Math Practices into our daily core instruction through the Literacy and Mathematics frameworks. The leadership team at Hawk Eye Elementary determined that fourth grade math, third grade reading and fifth grade reading will be the focus.

Professional development will be provided for these practices in our weekly PLT meetings and our scheduled Monday staff meetings.

5. Strategies to increase parental and family engagement

5.1 *Please provide a narrative explaining how the school-parent compact is jointly developed with parents.*

The parents of Hawk Eye Elementary students have multiple opportunities throughout the school year to provide feedback on the school-parent compact. The school-parent compact outlines the expectations of how the school will partner with parents to ensure student success, both academically and behaviorally. Prior to the start of the 2023-2024 school year, the school-parent compact will be shared with the School Improvement Team for feedback. Any necessary changes will be made at this time.. During Open House on August 24, 2023, the compact will be shared with parents/guardians. During this time, the staff will encourage parents/guardians to provide feedback. This feedback will be recorded in a Google Form and used for further edits of the compact if necessary. In the fourth quarter of the 2023-2024 school year, a Hawk Eye Strong Family Friendly Walkthrough event will be held with a parent/community team and the parent compact will again be shared and reviewed. Parents and community members will be given this additional opportunity to provide feedback and suggestions.

5.2 *Please provide a narrative explaining how the school-level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input.*

The Title I Parent and Family Engagement Policy will be shared and reviewed during Open House, held at the beginning of the school year. At this time, parents are encouraged to provide feedback that is entered into a schoolwide Google form. Additionally, our parents that serve on our school improvement team provide will provide input on family engagement and

student activities. In the 4th Quarter of the school year, a Hawk Eye Strong Family Friendly Walkthrough event is held with a parent/community team and the Title I Parent and Family Engagement Policy is shared and reviewed. Parents and community members are given this additional opportunity to provide feedback and suggestions.

5.3

Please provide a narrative below explaining how, when, and where the annual Title I parent meeting is/was held informing parents of the school's participation in Title I.

At the beginning of the school year, a Title I presentation will be shared with parents and will explain the Title I program and policies. Additionally, parents are informed of all parent engagement opportunities on Hawk Eye's school website, Blackboard, our school social media sites, and calendars of events/important dates will go home with students in their Daily Communication folder monthly.

6. Transition Plan

6.1

Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs)

At Hawk Eye Elementary School, we begin the transition process by having current PreK students and their families to tour our school and our Kindergarten classrooms before the end of the school year. During this visit, students will be able to visit various locations on the Hawk Eye campus, including the cafeteria, media center, gym, and multiple Kindergarten classrooms. A parent orientation for Pre-Kindergarten and Kindergarten classes is also held at Hawk Eye for rising Pre-Kindergartners and Kindergartners. Our staggered entry for both Pre-Kindergarten and Kindergarten students at the beginning of the school year also assists in the transition for these students.

The transition from second to third grade requires a change in mindset for our students and families. Therefore, we will provide a meeting at the beginning of the year to explain the many changes that occur in third grade. During this meeting, Read To Achieve (RTA) will be explained and parents will receive information regarding the different pathways available for third graders to be considered "proficient" at the end of the year (BOG, RTA, EOG, and mClass) Important information regarding the EOGs will be explained since third grade is the first time students are required to take an EOG assessment. Parents will also be given a testing calendar for the school year in order to prevent any unnecessary absences. Parents will also be provided with several resources (such as EOG released test items) they can access from home to help their children be as successful as possible on the EOG tests. The Hawk Eye parent communication folder and its importance will also be explained at this meeting. This is how parents have daily communication with his/her child's teacher and are informed on his/her academic and/or behavioral progress. This folder also provides parents with information regarding upcoming parent engagement opportunities.

At the end of the 2023-2024 school year, students and families of students in all grade levels will take part in a transition event. During this event, students and their parents/guardians

will visit with teachers from the student's upcoming grade level. The homeroom teachers will provide parents with information about what should be expected for their child for the upcoming school year. This includes both academic and behavioral expectations.

6.2 *Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for high school programs)*

Our fifth graders have attended a field trip to the high school each fall. For the 2023-2024 school year, all fifth grade students at Hawk Eye will attend a field trip to the high school to tour all areas of the CTE program. In the late spring our fifth grade students will also visit the middle schools to find out more about their course options, behavior expectations, and to tour the campuses. Students will also have the chance to visit the middle school for an entire day in the summer to help with the transition from elementary to middle school. Our school counselor also contributes to this transition to middle school by assisting families and students with the registration process.

6.3 *Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary)*

7. Strategies to address areas of need

7.1 *Please provide a narrative below explaining how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.*

The Schoolwide Plan increases the amount and quality of learning time within and beyond the instructional day. At Hawk Eye, our master schedule is an essential tool that assists us in maximizing optimal learning time with our students based on the instructional guidelines provided to us by the county. We utilize individual student data to determine the best placement for our students. We also utilize tutoring during the school day and after the instructional school day to ensure our students receive the instructional support necessary for their success.

We are providing quality instruction by increasing our students' time in text, increasing the facilitation of blended learning, differentiating instruction, and aligning daily instruction with the literacy and math frameworks. The increase in quality instructional time will be evidenced during administrative walkthroughs, peer observations, and teacher self-reflections.

Parent engagement opportunities will be provided at various times throughout the year and are connected with relevant curriculum areas and school initiatives. Families will be encouraged to stay connected and engaged by reviewing their child's daily communication folder, checking the school and individual teacher websites, and participating in Hawk Eye's school activities and events throughout the 2023-2024 school year.

For the 2023-2024 school year, Title I Funds will be utilized to purchase several monthly and weekly publications to increase literacy. The use of these publications will provide increased opportunities for students to have time in text while they actively engage with new vocabulary and use it when reading and writing within standards-aligned curriculum.. Additionally, most of these non-fiction publications also offer an online version that contains engaging videos and

access to activities where students will analyze, and make inferences about expository texts. These online activities will also require students to provide evidence from the text to support their understanding of the non-fiction text.

Hawk Eye Elementary will also offer tutoring in the fall of 2023 and spring of 2024. Each round of tutoring will include twelve sessions to address the student areas of academic need. Each after-school session will last 1.5 hours, to include:

- Six certified teachers to tutor 3-5 math and reading in October-December of 2023.
- Six certified teachers to tutor 3-5 math and reading March-May of 2024.

The schoolwide plan increases the amount of learning by ensuring the duration of language arts and math instruction for grades 3-5 is 1.5 hours. Grades 3-4 will have a science teacher who solely instructs in this area to ensure these students are prepared for fifth grade science, which is administered the Grade 5 Science End of Grade assessment.

8. Coordination & integration of Federal, State and local services & programs

8.1

Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning.

For the 2023-2024 school year, all Title 1 funds will be utilized to supplement student achievement for all students in kindergarten through fifth grade. The Hawk Eye Elementary school improvement team will oversee the decision-making process when it comes to what instructional support materials are needed and how they will be utilized by students and staff. The following resources will be utilized to promote reading, math, and science growth:

- LearnEd-Grade 5
- Rocket Math-Grades 3-5
- I Ready Math Math - Grades K-5
- Raz Kids - Primarily used in Grades K-2 but available school-wide
- Generation Genius (Science resource) - School-wide availability

The School Improvement Team determined the need for the resources listed above.

9. Title I Budget (FY24)

<https://docs.google.com/spreadsheets/d/1R8g1EP1gLytdQayMkOmj3O1xdG7Kje84Mmz26FzAc2o/edit#gid=0>

Title I Night: September 26, 2023 from 5:30-7:00