



# Hoke County Schools Title I Plan FY25

LEA Name	Hoke County Schools
LEA #	470
School Name	Don Steed Elementary
School Website	<a href="https://www.hcs.k12.nc.us/dses">https://www.hcs.k12.nc.us/dses</a>
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</b>
Indicate subject area(s) of focus in this Schoolwide Plan.	<input type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Science <input checked="" type="checkbox"/> All <input type="checkbox"/> Other (Specify)
School Principal Name	Haley Y. Hall
School Principal Email Address	<a href="mailto:haley.hall@hcs.k12.nc.us">haley.hall@hcs.k12.nc.us</a>
School Mailing Address	800 Philippi Church Road Raeford NC 28376
School Phone Number	910-875-1125
School Improvement Chair	Jessica Gist
Superintendent Name	Dr. Kenneth Spells
Superintendent Email Address	<a href="mailto:kspells@hcs.k12.nc.us">kspells@hcs.k12.nc.us</a>
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 align="center"><b>Names of Planning Team</b>  <i>(include staff, parents &amp; at least one student if Secondary School)</i></p> <p align="center"> <u>Haley Hall</u>  <u>Shaunica Titus</u>  <u>Mary Beth Grimm</u>  <u>Sheri Goan</u>  <u>Elizabeth Banks</u>  <u>Michelle Garrett</u>  <u>Jessica Gist</u>  <u>Jessica Ellis</u>  <u>Karla Rojas</u>  <u>Cherri Pegues</u>  <u>Erica Eyler</u>  <u>Ninnete Jacome</u>  <u>Carmen Pinto</u>  <u>Ruschelle Strickland</u>  <u>Mrs Salcedo</u> </p>	<p align="center"><b>Titles of those on Planning Team</b></p> <p align="center"> Principal  Assistant Principal  Academic Coach  Counselor  Kindergarten  1st Grade  2nd Grade  3rd Grade  4th Grade  5th Grade  EC/Resource/EL  Spanish Immersion  Teacher Assistant  Social Worker  Parent Representative </p>

**School Information**  
*(Use the month of May)*

Enrollment: 647	Average Class Size: 18	Number of Certified Instruction Staff: 58
<b>Race and Ethnicity Percentages</b>		
White: 31 %	Hispanic: 29 %	Asian: .001 %
Black/African American: 27 %	American Indian/Alaskan Native: 3 %	
Native Hawaiian or Other Pacific Islander: .003 %		Two or More Races: 9 %
<b>Other Demographics Percentages</b>		
Poverty: 77.36 %	English Learner: 11 %	Exceptional Children: 12 %

Assessments/Data used to complete Comprehensive Needs Assessment	
2024 Teacher Working Conditions Survey	EVAAS Data
Grade 3-5 Check-In/EOG Data	Multi-Year Trend Data
K-3 Mclass Data	FAM-S Data
	Teacher and Student Attendance Data

# 1. Comprehensive Needs Assessment

## 2024-2025 CNA

## 2. Schoolwide reform strategies

2.1	<i>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.</i>
<p><b>Strategies that Don Steed uses to address the needs of all students, especially at-risk students:</b></p> <ul style="list-style-type: none"><li>● Differentiated and flexible tiered small group instruction for all core subjects</li><li>● Hiring two Title 1 in school tutors that are used in grades 2-5 for reading and 3-5 for math-(Up to 19 hours a week) from September through May.</li><li>● NC EDcorp tutors in reading for use in all grade levels are needed to help ensure the success of students.</li><li>● Daily Strategic intervention by all grade levels for at least 30 minutes to address standards that students need extra support. (Interventions for each grade level occur at different times throughout the day, so that EC and EL teachers can support students during this time.)</li><li>● After School Tutoring by staff for students who need extra assistance on standards to achieve mastery for all grade levels.- (March-May)</li><li>● Two teachers paid out of the Title 1 budget within our school to help reduce class size.</li><li>● Daily work with rigorous resources to include: Math/ELA Think Up books (to help students work on critical thinking skills), problem-solving skills, and analysis skills that come from the word problems and texts that are found in these books in grades 2-5, StoryWorks/Scholastic Magazines for grades 2, 3, 4, Novel Sets/Picture Books-Grades-K-5, iREADY online learning platform (reading-K-5), flocabulary (math and science-K-5), generation genius-online platform for science, as well as American Book Company Science Coach Books.</li><li>● Classroom student resource materials such as chart paper, markers (chart and dry erase), a laminator/laminating film, pens, art materials for use in all subjects during learning activities to help students to be successful in all levels of learning.</li><li>● Teachers will use both fiction and nonfiction novel sets, as well as picture books, to continue to help students master ELA, Science, and SS standards in all grade levels.</li><li>● Teachers/Staff will be involved in a book study: Culturize to help us understand what it takes to produce world changing learners by helping to have teachers and students reach their highest potential possible.</li><li>● Student awards for effort and achievement through PBIS: Brag Tags</li></ul>	

### 3. Qualifications of instructional paraprofessionals

3.1	<i>Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements.</i>
<p><b>Instructional paraprofessionals at Don Steed Elementary have met the following requirements:</b></p> <ul style="list-style-type: none"><li>• Have obtained an associate (or higher) degree, or</li><li>• Have at least two years of post-secondary education that is equivalent to at least 48 semester hours from an accredited higher education institution, or</li><li>• Have met a rigorous standard of quality and be able to demonstrate knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) by taking and passing one of the required assessments.</li></ul>	

### 4. High quality and ongoing professional development

4.1	<i>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.</i>
<p><b>After looking at our statewide Check-Ins, county benchmarks, results from EOGs, as well as completing our FAM-S with Ms. Hammond this past May as well as having a follow up meeting with Ms Kimble in July, we were able to see that Professional Development was needed in the following areas for Don Steed Elementary: Cultural responsiveness/sensitivity training-Which will be provided by Mrs. Strickland in the beginning of the school year (was discussed during our SIT retreat as a result of our TWC survey), as well as throughout the year to help ensure we are following through with what we learned. To help with this, our staff will also be going through a book study with the book: <b>Culturize by Jimmy Casas</b> to help us understand what it takes to produce world changing learners by helping to have teachers and students reach their highest potential possible.</b></p> <p><b>Another way we are going to address concerns from our FAM-S, TWC, and test scores will be that our PLC's are going to be revamped for the 24-25 school year. We will be holding all PLC's every Monday from 3-5 pm. The schedule will be: 1st Monday-Content Planning, 2nd Monday – Data Meeting/MTSS, 3rd Monday - Content Planning, 4th Monday-Data Meeting/MTSS. This is a two fold approach. According to our TWC, Time is still a concern, with 84% of our staff either disagreeing or strongly disagreeing that The non-instructional time* provided for teachers is sufficient. 73% also disagree or strongly disagree that Efforts are made to minimize the amount of routine paperwork* teachers are required to do. With planning in the elementary setting only being 45 minutes daily, we feel that by giving our staff a solid 2 hours during these Monday sessions to look at data, break down and dig into standards, annotate lessons, and get as much lesson planning done, as well as focusing on our MTSS framework and Tips process will hopefully give time during their weekly planning back to teachers. This is time they can use for however they see fit to prepare for the upcoming week, making contact with parents and</b></p>	

stakeholders, or if need be hold personalized PD to benefit individual grade levels and teachers. We will start each week off with a 20-30 minute school-wide data dive which aligns to our Relay focus for the upcoming year.

After meeting with Mrs. Kimble and looking at our FAM-S data, it was also decided that she will come in for several PD's to include: MTSS Refresher on Tuesday-September 3rd which will go over the MTSS framework, Core Plans, as well as IIPs, one on one MTSS support for teachers offered by Ms. Kimble, along with possible schoolwide CPI training, as well as restorative circle training. During the 24-25 school year, we know that we will need the MTSS department's assistance again to reset us and start our Core Plan and TIPS within the first two weeks of school starting so that we can ensure that all students' needs are met as soon as data is collected and observations are made by their new teachers. We are also going to implement our IIP's/IRP's earlier than the 2nd semester this year in order to ensure that as many students as possible reach their highest potential.

Continued support for our subgroups-especially our Hispanic and EL subgroup, as well as African American subgroups along with continued support for MTSS framework for all returning staff in the areas of developing core plans and IIPs in the ECAT system, as well as any newly hired staff to Don Steed for the 24-25 school year. During our FAM-S review, it was also discussed again that for staff to reach our African American students and other minority students with positive relationships, we feel we all need more staff development on cultural sensitivity and how this impacts student achievement for both BT's and Veteran teachers. We also had two staff members attend SIOPS training in mid-June. These two staff members will train our staff on these strategies so that all of our students who struggle with language skills can be more successful in all core subject areas.

We will also continue our SPG meetings with our Director of Testing and Accountability, but during our 24-25 school year, we will take the data gained from our 23-24 EOGs, Check-In data, as well as mClass/iREADY data to help us understand the track that we need to take for our students to be most successful during the 24-25 school year.

## 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.*

Don Steed Elementary's School Improvement Team consists of a parent from each grade level on the team, as well as a representation of our EL/Migrant community. During our SIT retreat this past June the team took the time needed to talk about getting parent representatives that will be active participants, especially since this is the struggle we have. We often get parents that say they will participate, but often do not show up for meetings. Ms. Titus said that she will be reaching out to our parents who participated in our family friendly walkthrough this past spring to see if they would like to actively serve on our SIT team, as well as help to head up our PTO for the 24-25 school year. During our annual SIT retreat, the SIT team began to plan for our family engagement dates for 2024-2025 SY to include open house-August 22rd, Title 1 night-September 12th, Fall Festival-Oct. 24th, One Book (Theme), One School Night-March 27th, STEAM night-May 1st, book fairs, Spanish Immersion Night-April 10th, Art Night, Etc. We are also going to work on setting up a Parent Resource Room, so parents can come in and get resources needed to help their child at home.

5.2	<i>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.</i>
<p><b>Family and community engagement is important because it encourages partnerships among all stakeholders in a school community. Communication between home, community, and school should be transparent, meaningful, and regular. Our parent and family engagement procedures are reviewed monthly to ensure our school is increasing parental and family engagement.</b></p> <p><b>In addition, our Title I policy is located in our handbooks, as well as on our webpage. We also review this policy every spring when we review our student-parent handbook.</b></p>	
5.3	<i>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.</i>
<p><b>Don Steed Elementary will hold its annual ESSA Title 1 parent meeting during its grade-level Town Hall events which will take place within the first 30 days of school. This year's (24-25) town hall/Title 1 night is set to take place on September 12th. During this annual meeting for families, Ms. Titus will start off by explaining the Title 1 program and the rights of parents to be involved in their child's educational experiences. Parents will be provided with opportunities to receive clarification from classroom teachers and will be given a platform to have their concerns addressed and any questions that they have answered. We will also provide materials and training throughout the school year to help parents work with their children to be successful.</b></p>	

## 6. Transition Plan

6.1	<i>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)</i>
<p><b>Don Steed Elementary will continue to collaborate and build trusting relationships with families. We will respect our diverse/cultural backgrounds and implement transition practices to assist our students in moving from PreK to Kindergarten. We hold a Kindergarten registration starting in March to allow parents an opportunity to register their incoming Kindergarten students. Hoke County utilizes Scribbles for online registration for grades K-5. Pre-K applications are still completed on paper and turned in at our Central Office, starting March 1st. Our registrar still contacts parents to ensure that parents understand the process and make sure that they do not need any assistance with the process. Our data manager still likes to meet with prospective parents/children who come to the school to get a chance to interact and learn about their new school setting, complete the needed paperwork, as well as be assessed on their current skill ability if this is something that the parent wishes to happen, as well as collect any additional paperwork such as IEP's or 504's.</b></p>	

6.2	<i>Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for high school programs)</i>
<p><b>For the 24-25 school year, Our 5th-grade students will continue to visit their prospective middle schools in person. Students will then be allowed to review middle school schedules with their elementary counselors. They will then take the papers home and complete them with their parents, and then they can also complete them online, then bring the paper back to school letting Ms. Goan know that the process has been completed or they can return the paper to Ms. Goan and she will complete it electronically by a certain date for the student.</b></p>	
6.3	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary)</i>
N/A	

## 7. Strategies to address areas of need

7.1	<i>Please provide a narrative below explaining how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.</i>
<p><b>Don Steed has established a school culture and climate that sets the tone for all the learning and teaching completed daily. It is predictive of students' ability to learn and develop in order for all students to be college, career, and life-ready. Students' academic needs are targeted and met daily via formative and summative data through core, as well as small group instruction. This includes daily strategic flexible groupings within grades and classes, times for our resource teachers (EL/EC) to push in and assist students during core instruction as well as during our focused intervention times for each grade level. Our Title 1 tutors and NC ED corp tutors also pull small groups to work on targeted reading and math skills throughout the instructional day.</b></p> <p><b>Classroom Core instruction/Differentiated Small group instruction/Lessons also take place daily.</b></p> <p><b>Planning/Intervention tutoring groups that take place during the instructional day- will be created and supplemented with Math and ELA interactive centers using teacher-created materials from purchased resources. Teacher Resources are used to help with instruction and Lesson Planning during the instructional day such as: ThinkUp-ELA/Math for 2nd-5th grade, Iready-Reading, scholastic new and story works, K-2, Flocabulary-Science/Math, Novel Sets/Picture Books to teach ELA, Science, as well as SS standards, and generation genius to help teach science with. We will also use classroom resources materials such as chart paper, markers(chart and dry erase), pens, art materials for group projects, laminator/laminating film, and Math Manipulatives for students to problem solve with during whole group and small group instruction, use graphic organizers, as well as writing to learn activities during all parts of instruction. Our teachers/Staff will be involved in a book study: Culturize to help us understand what it takes to produce world changing learners by helping to have students and teachers reach their highest potential possible.</b></p>	

Our school will continue to also use the Multi-Tiered System of Support for academics, attendance, and behaviors in order to come up with a plan of action to support our students, so that they can find success in their own way in all grade levels. Our staff will continue to strengthen Tier 1- Tier III instruction through data analysis, assessments, and classroom reports, via PLC's/Data discussions that will take place on Mondays, reports that can be found in mclass, Iready Math, as well as Iready Reading that will be purchased to support our 2-5 students in needed areas of reading. Students will also be provided Tier II and/or Tier III supports in order to meet their academic, attendance, and behavioral needs as seen through classroom, district, and state assessments, school and county attendance, and classroom behavior data that is tracked through Google forms that is taking the place of our ABE discipline system, as well as classroom and schoolwide FBA's that are also tracked through Google Forms throughout the year.

Extended learning opportunities will include the Summer Learning camp that will be offered to students who continue to need support in being brought up to grade level in grades 2 and 3. We will continue with our after school tutoring programs throughout the school year starting in March. In addition, STEM camps and After School Care programs will be used to increase the amount of learning time beyond the instructional day.

## 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.*

Don Steed Elementary will provide opportunities for all students who fall into subgroups criteria and meet challenging state academic standards. Our school will use methods and instructional strategies that strengthen the academic program in the school and increase the amount of quality time to provide a well-rounded education. Don Steed Elementary will address the needs of all children in the school, but particularly the needs of those at risk of not meeting challenging State academic standards.

Don Steed Elementary will regularly monitor and revise our plan and implementation as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Funds will be used for activities that support the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan.

## 9. [Title I Budget \(FY25\)](#)