



# West Hoke Elementary



“New  
Beginnings...Strong  
Endings”

# WHES Vision Statement

**West Hoke Elementary is an inclusive and supportive learning environment that provides authentic opportunities to improve and achieve ALL students' academic, emotional, social, and physical needs by providing rigorous, equitable, and innovative instruction to educate the whole child in preparation for lifelong learning.**



# WHES Mission Statement

The mission of West Hoke Elementary School is to educate the whole child within a positive nurturing environment through high expectations and quality instruction for academic excellence.



# At WHES, Dolphins SWIM!

	Classroom	Common Areas <sup>1</sup>	Cafeteria	Bathroom	Playground	Bus
<b>S</b> Show Respect	<ul style="list-style-type: none"> <li>treat everyone with kindness</li> <li>use voice level determined by your teacher</li> <li>keep your area clean</li> </ul>	<ul style="list-style-type: none"> <li>enter and exit with a voice level of 0</li> <li>treat visitors and guests with respect</li> <li>keep our campus clean</li> </ul>	<ul style="list-style-type: none"> <li>say "please" and "thank you"</li> <li>silence the first 10 minutes, then you can quietly talk (level 1)</li> <li>use kind words when talking</li> </ul>	<ul style="list-style-type: none"> <li>respect privacy of others: don't look in other stalls</li> <li>respect others' property</li> <li>use a voice level 0</li> <li>clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate language</li> <li>be inclusive</li> <li>arrive &amp; leave on time</li> <li>use equipment responsibly</li> </ul>	<ul style="list-style-type: none"> <li>listen to the bus drive</li> <li>say "please" and "thank you"</li> <li>say "yes mamam/sir" and "no mamam/sir"</li> <li>use quiet voices</li> <li>respect others' personal space</li> </ul>
<b>W</b> Winning Attitude	<ul style="list-style-type: none"> <li>approach work &amp; activities with a "I can do it!" mindset</li> <li>be a good partner or teammate</li> <li>participate</li> </ul>	<ul style="list-style-type: none"> <li>be helpful and kind to others</li> <li>be positive</li> </ul>	<ul style="list-style-type: none"> <li>be polite</li> <li>be thankful for the meal you eat</li> </ul>	<ul style="list-style-type: none"> <li>follow directions</li> <li>use, flush, wash, exit</li> </ul>	<ul style="list-style-type: none"> <li>be a good sport</li> <li>be kind to everyone</li> <li>when accidents happen, apologize</li> </ul>	<ul style="list-style-type: none"> <li>be helpful and kind to others</li> </ul>
<b>I</b> Integrity	<ul style="list-style-type: none"> <li>try your best</li> <li>do your independent work without cheating</li> <li>turn your work in on time</li> <li>if you see something, say something</li> </ul>	<ul style="list-style-type: none"> <li>respond in an appropriate manner to questions &amp; requests</li> <li>don't touch or take things that are not yours</li> <li>if you see something, say something</li> </ul>	<ul style="list-style-type: none"> <li>only eat your own food</li> <li>clean up after yourself</li> <li>if you see something, say something</li> </ul>	<ul style="list-style-type: none"> <li>don't take any writing utensils or sharp objects into the bathroom</li> <li>don't vandalize</li> <li>use 1 pump of soap</li> <li>use 1 paper towel</li> <li>throw your trash into the trash can</li> <li>if you see something, say something</li> </ul>	<ul style="list-style-type: none"> <li>follow &amp; play the rules</li> <li>take care of your personal belongings</li> <li>leave others' belongings alone</li> <li>keep our play areas clean</li> <li>if you see something, say something</li> </ul>	<ul style="list-style-type: none"> <li>keep your belongings together</li> <li>be prepared for when it's your turn to get off the bus at your stop</li> <li>leave other people's belongings alone</li> <li>do not damage the bus</li> <li>if you see something, say something</li> </ul>
<b>M</b> Make Good Choices	<ul style="list-style-type: none"> <li>stay on task</li> <li>have the materials you need</li> <li>stay in your seat unless your teacher says otherwise</li> <li>ask for help when you need it</li> <li>KHFOOTY<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>use traveling position<sup>3</sup></li> <li>KHFOOTY<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>wait patiently (don't skip)</li> <li>once you sit down, stay in your seat</li> <li>get everything you need the first time you're in line</li> <li>KHFOOTY<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>don't play with water</li> <li>don't play with others</li> <li>KHFOOTY<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>share</li> <li>KHFOOTY<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>enter &amp; Exit safely</li> <li>stay in your seat</li> <li>keep the aisles clear</li> <li>KHFOOTY<sup>2</sup></li> </ul>

<sup>1</sup>Common Areas: Hallway, Gym (assemblies), fire drill stations, etc.

<sup>2</sup>KHFOOTY: Keep your Hands, Feet, & Other Objects to Yourself.

<sup>3</sup>Traveling Position: I square off the wall, hands in pockets/behind back/hugging device, toes facing person's heels in front of you, silent.





# Strengths/Celebrations

🚧 Purple Star Award

🚧 BETA School of Merit and Distinction

🚧 1st place robotics competition

🚧 5th Grade Science CCR  
 $38.46 \rightarrow 40.28 = +1.82$

🚧 5th Grade Reading CCR  
 $22.37 \rightarrow 29.7 = +7.33$

🚧 iReady increased by 40% across the school

🚧 3rd Grade Math CCR  
 $27.63 \rightarrow 29 = +1.37$

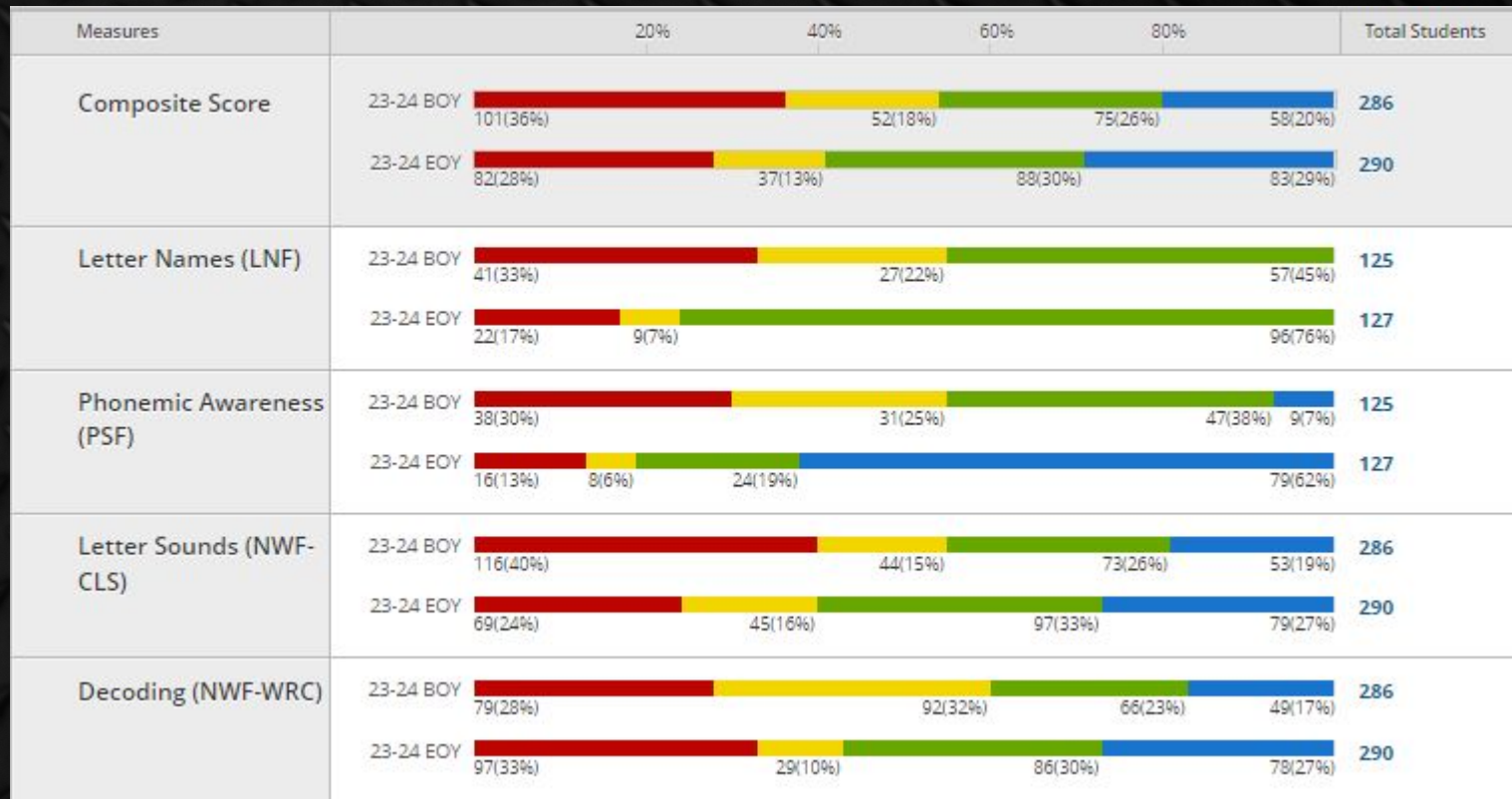
🚧 5th Grade Reading GLP  
 $31.58 \rightarrow 39.2 = +7.62$

🚧 5th Grade Math GLP  
 $43.59 \rightarrow 52.7 = +9.11$

🚧 Custodial team of the year

🚧 Kindergarten mClass grew from 15% at BOY to 43% at EOY (+28%)

# mClass by School



46→59

↑13

45→76

↑31

45→63

↑18

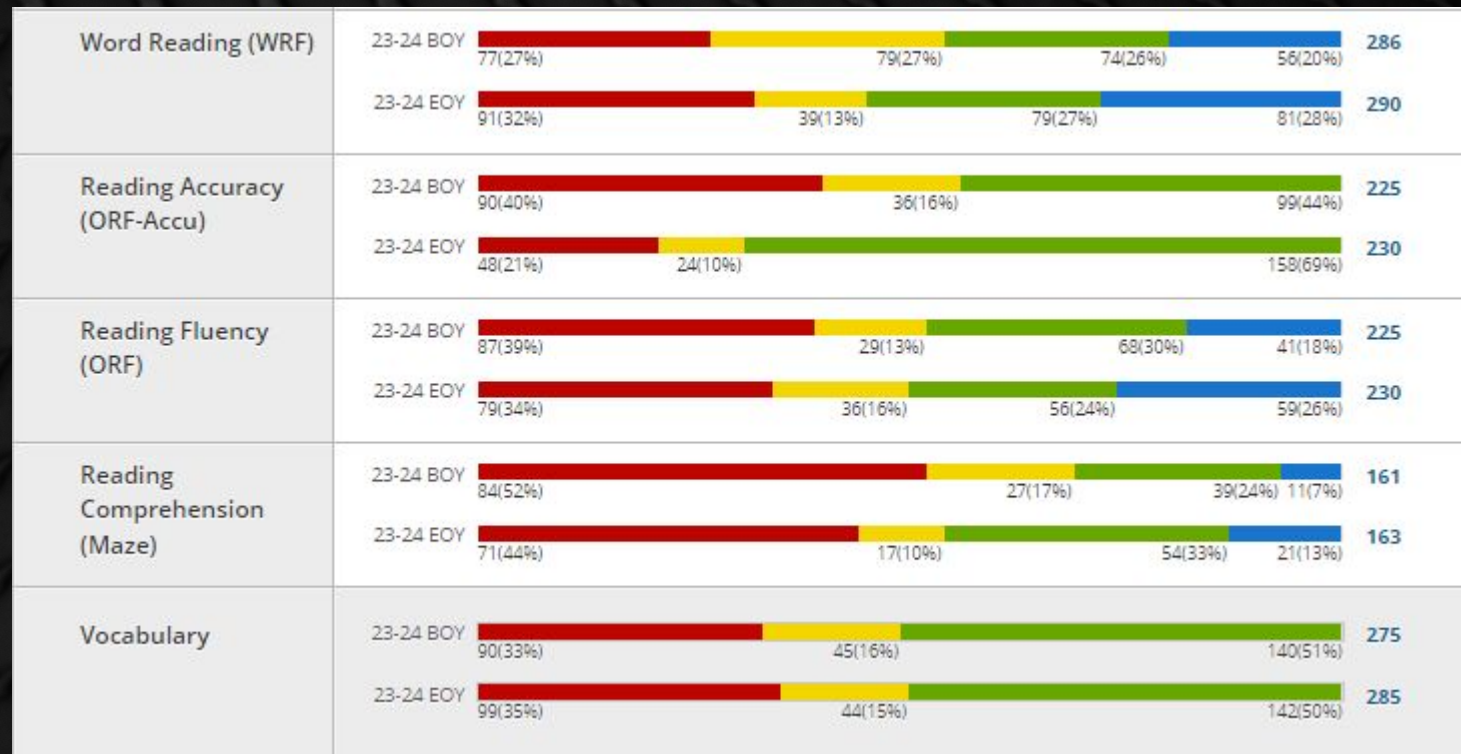
45→60

↑15

40→57

↑17

# mClass by School



46→55

↑9

44→69

↑25

48→50

↑2

31→46

↑15

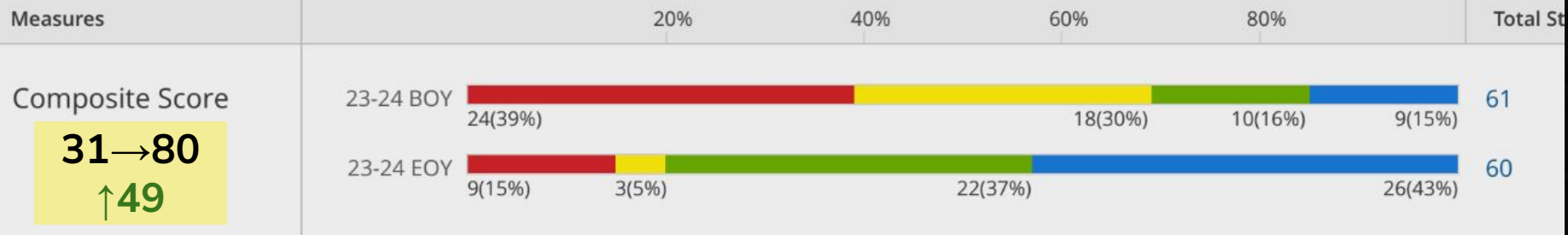
51→50

↓1

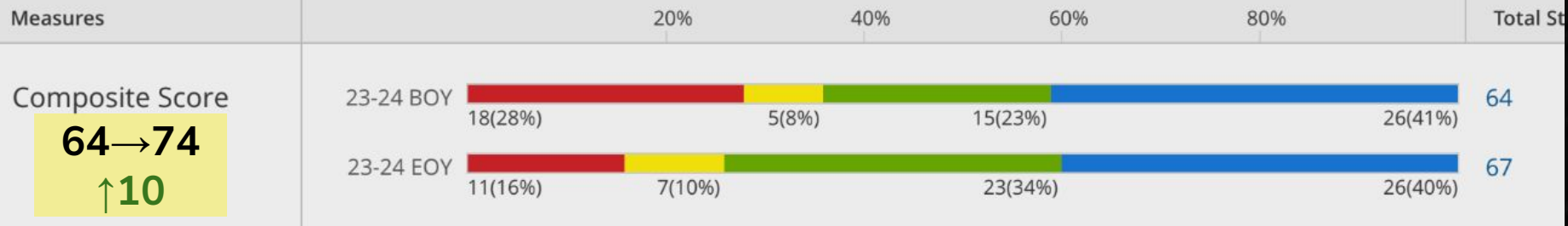


# mClass

## Grade K

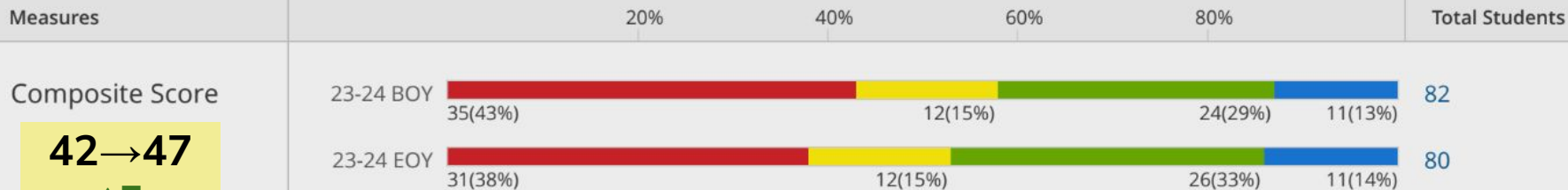


## Grade 1



# mClass

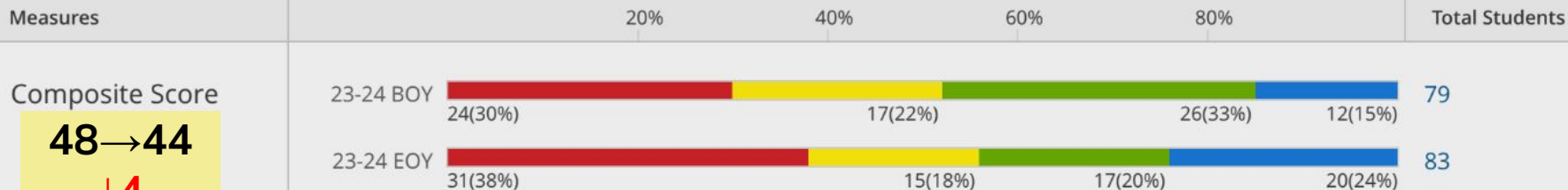
## Grade 2



42→47

↑5

## Grade 3



48→44

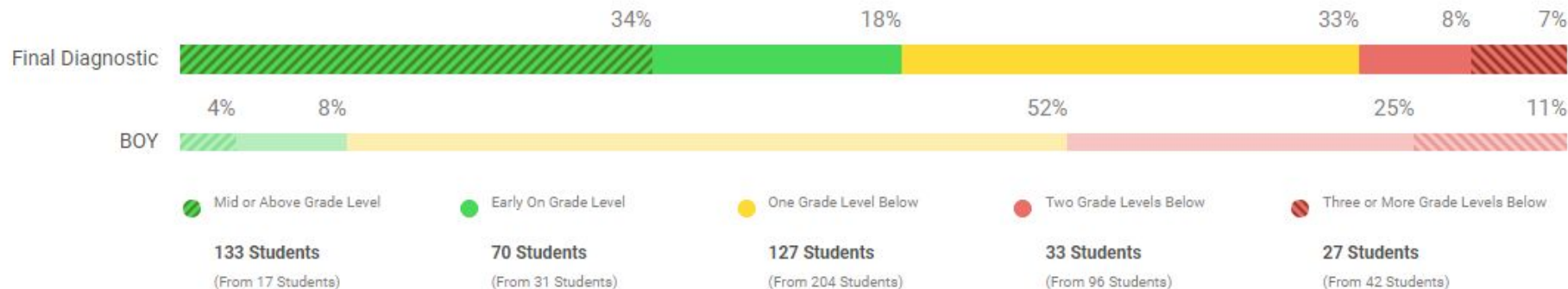
↓4



# iReady by school

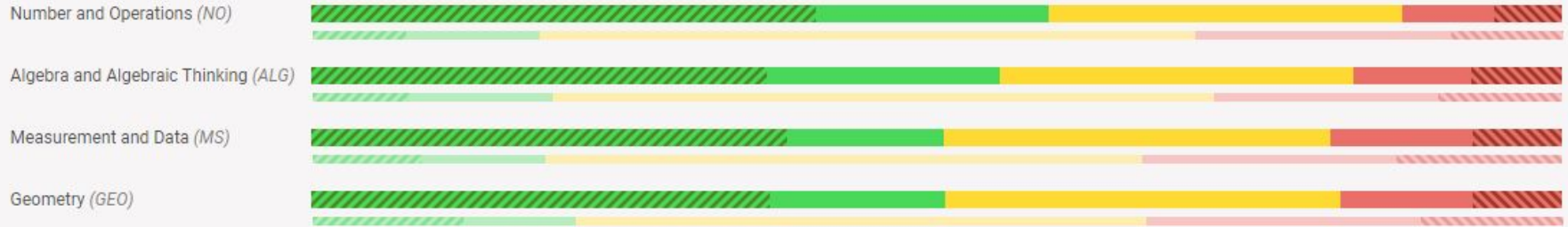
## Overall Placement

Students Assessed/Total: 390/431



# iReady by school

## ▼ Placement by Domain





# iReady by grade level

Grade		Overall Grade-Level Placement					Students Assessed/Total	
Grade K	Final Diagnostic		82%	7%	11%	0%	0%	55/61
	BOY		9%	0%	91%	0%	0%	
Grade 1	Final Diagnostic		27%	22%	50%	2%	0%	60/69
	BOY		3%	3%	72%	22%	0%	
Grade 2	Final Diagnostic		25%	25%	32%	19%	0%	73/81
	BOY		0%	7%	41%	52%	0%	

# iReady by grade level

Multi		Overall Grade-Level Placement					Students Assessed/Total	
Grade 3	Final Diagnostic		27%	19%	36%	9%	9%	64/71
	BOY		2%	3%	50%	25%	20%	
Grade 4	Final Diagnostic		31%	13%	36%	9%	10%	67/72
	BOY		4%	13%	40%	22%	19%	
Grade 5	Final Diagnostic		23%	20%	30%	8%	20%	71/77
	BOY		8%	18%	31%	20%	23%	



# School Performance Grades



D

46.7  
-8.3

Overall

Did NOT Meet  
Growth

D

41.7  
-7.3

Reading

Did NOT Meet  
Growth

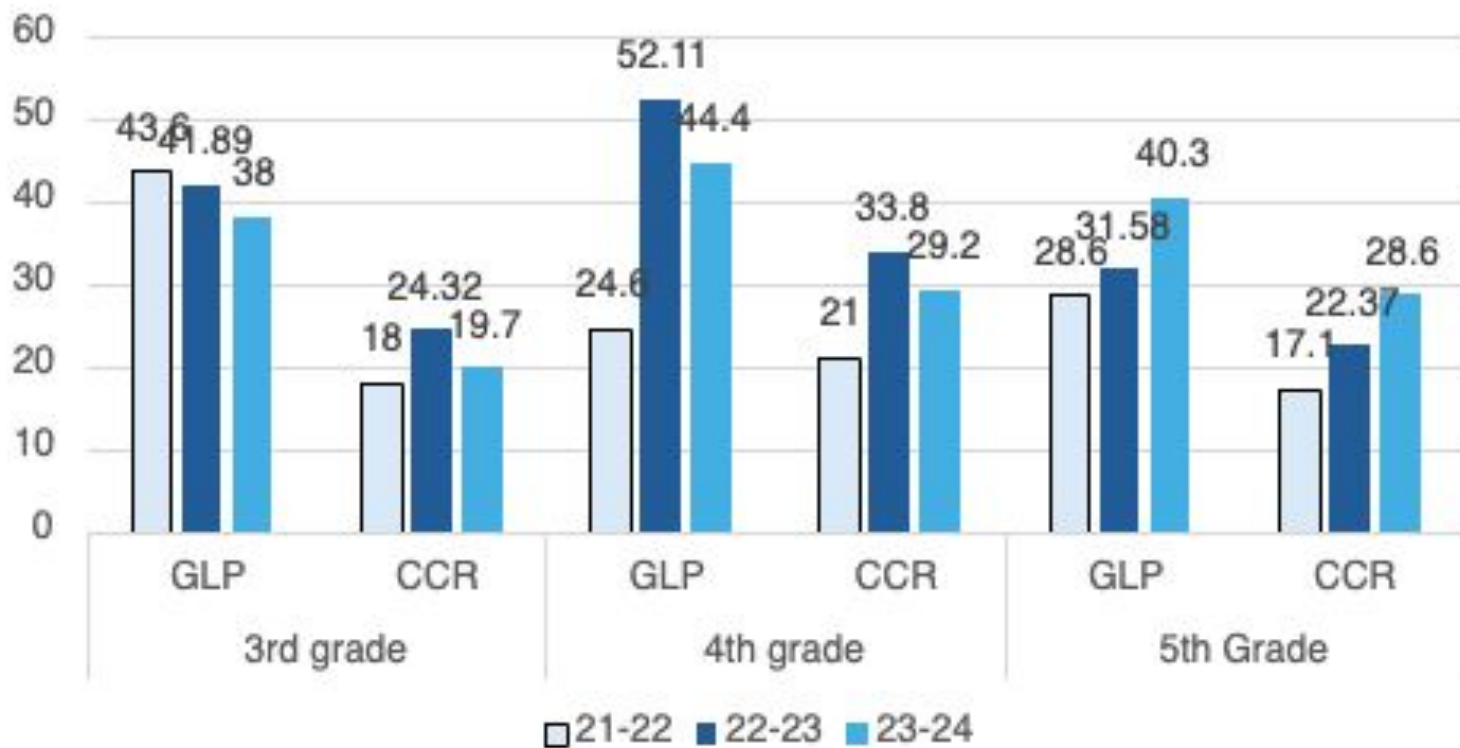
D

59  
-10.9

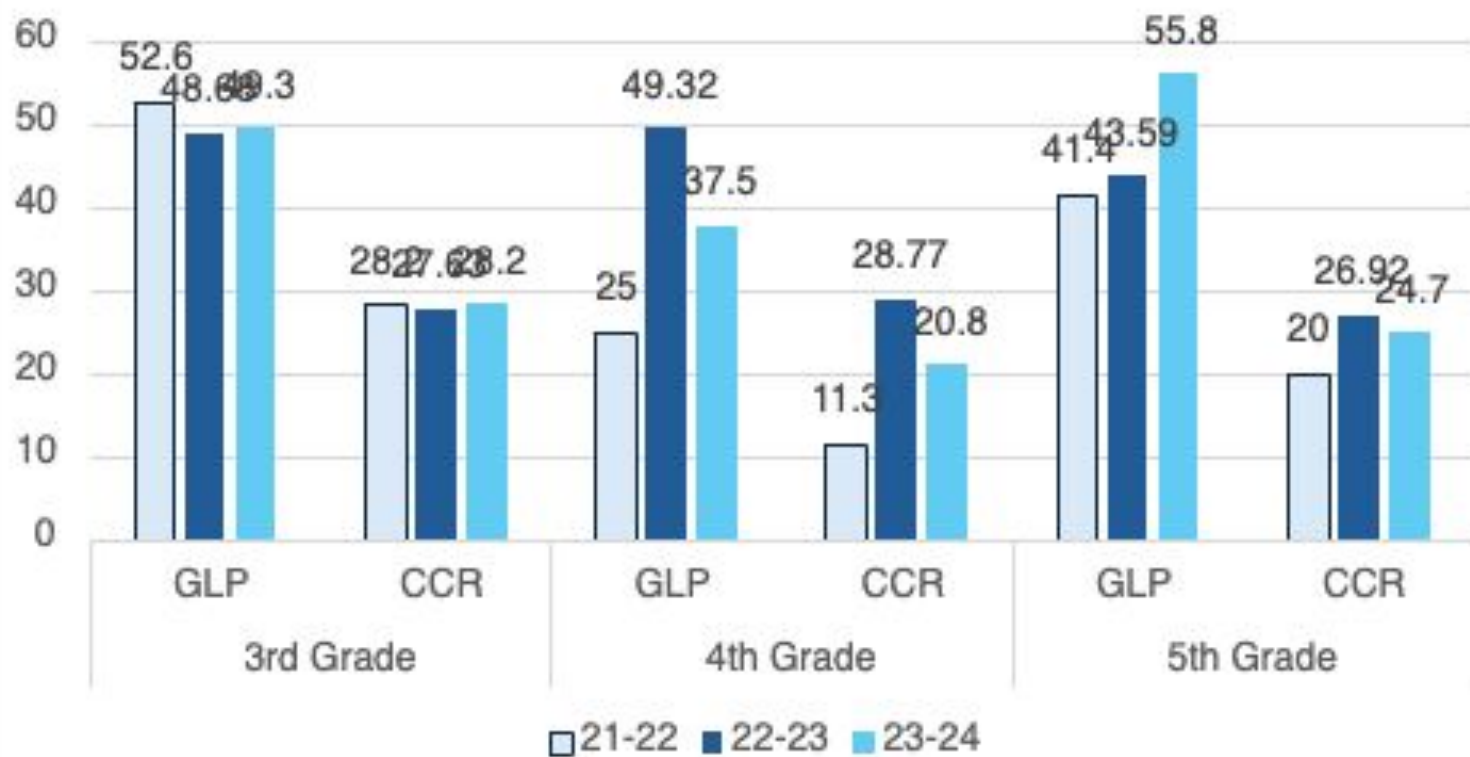
Math

Did NOT Meet  
Growth

## ELA EOG Historical GLP and CCR Data

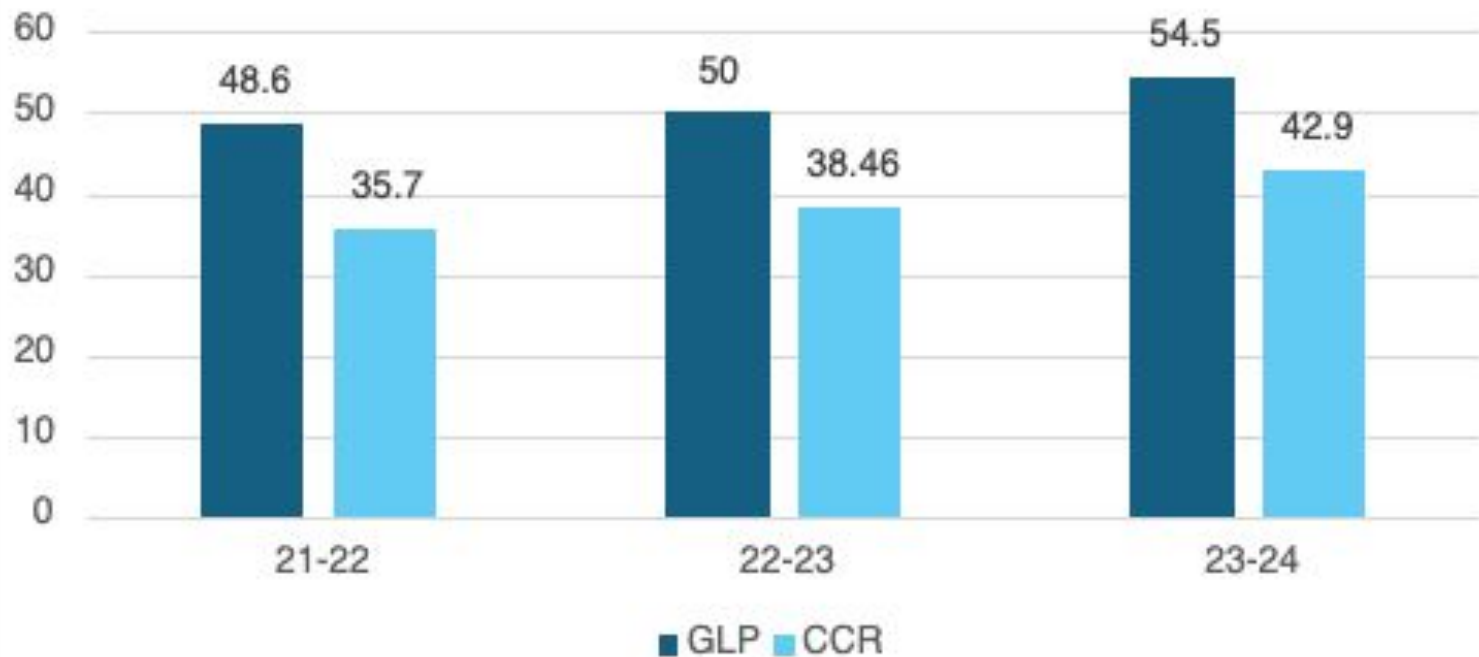


## Math EOG GLP and CCR Historical Data

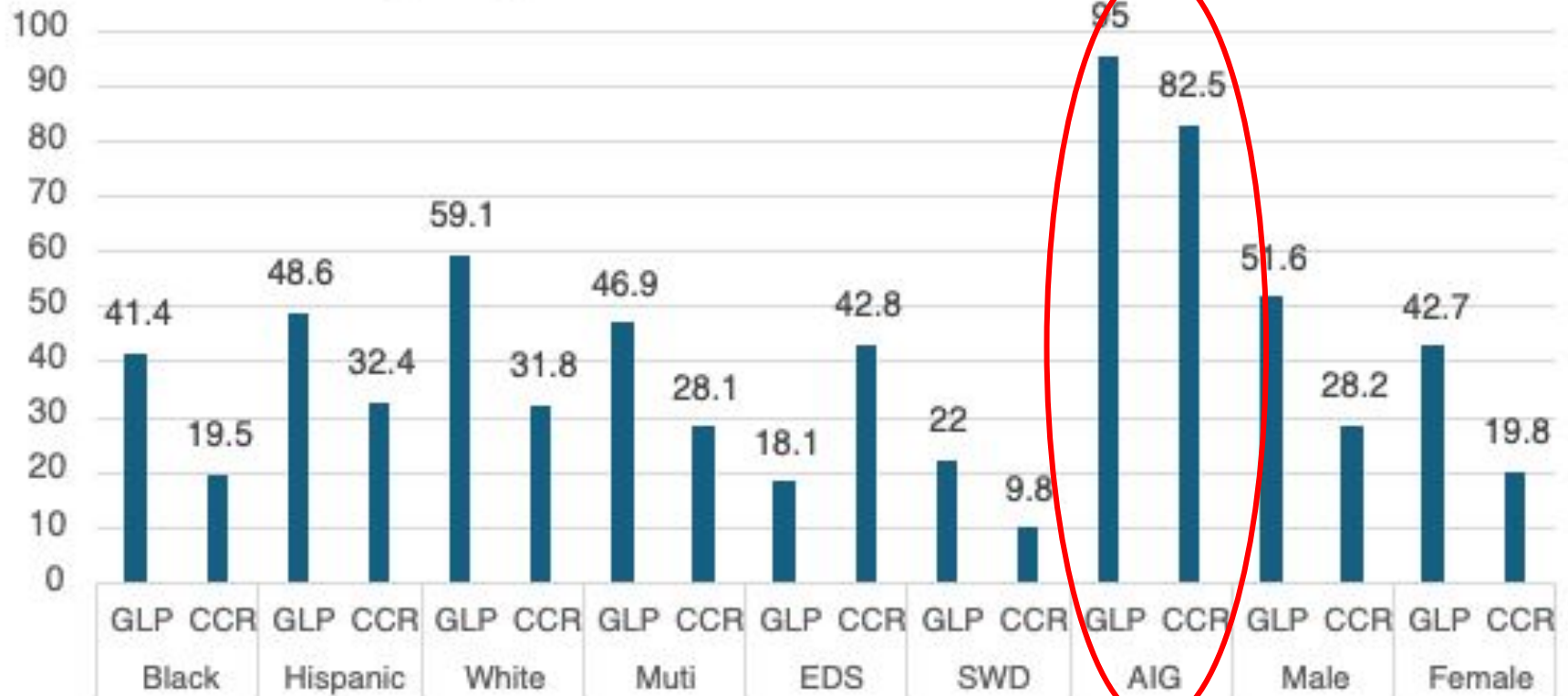




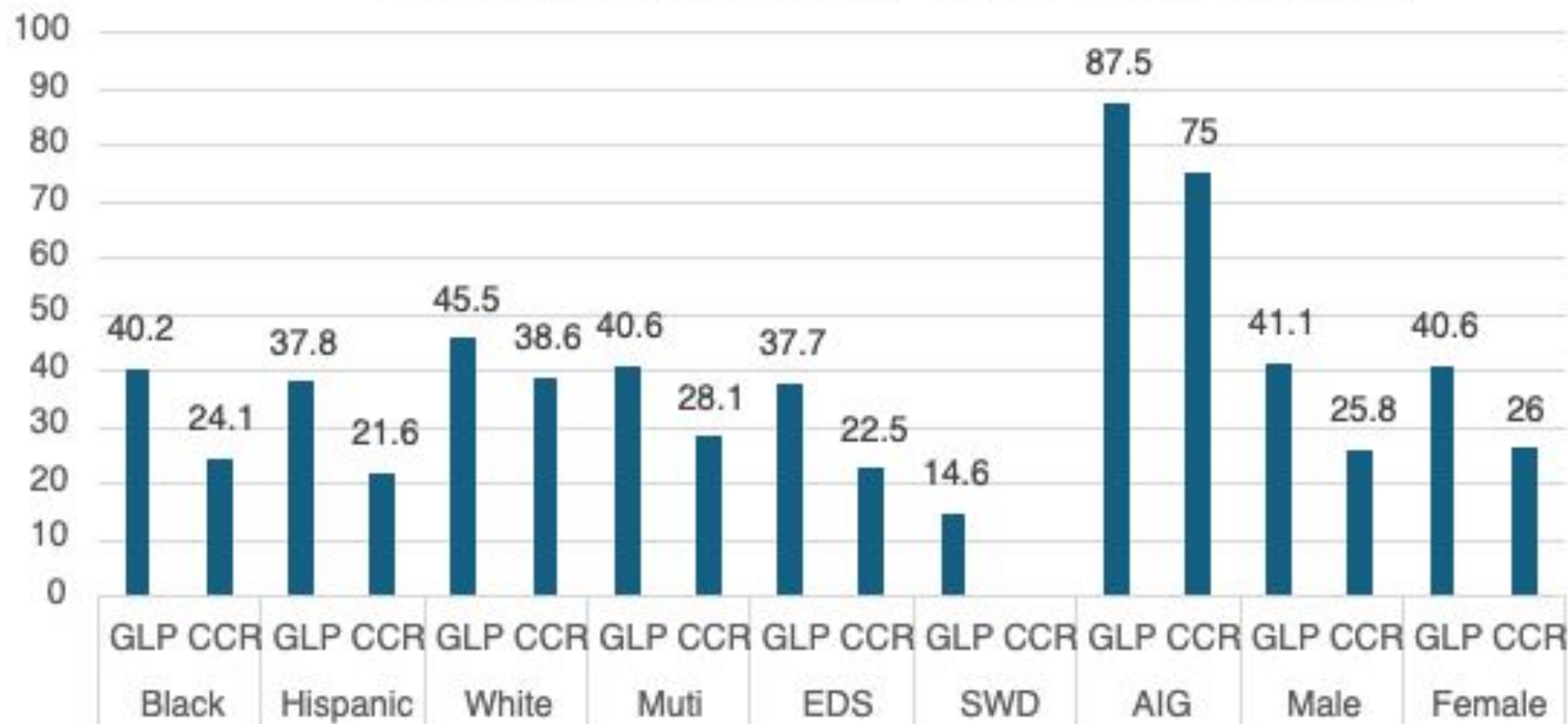
## Fifth Grade Science EOG GLP and CCR Historical Data



## Subgroup Data for GLP and CCR Math EOG



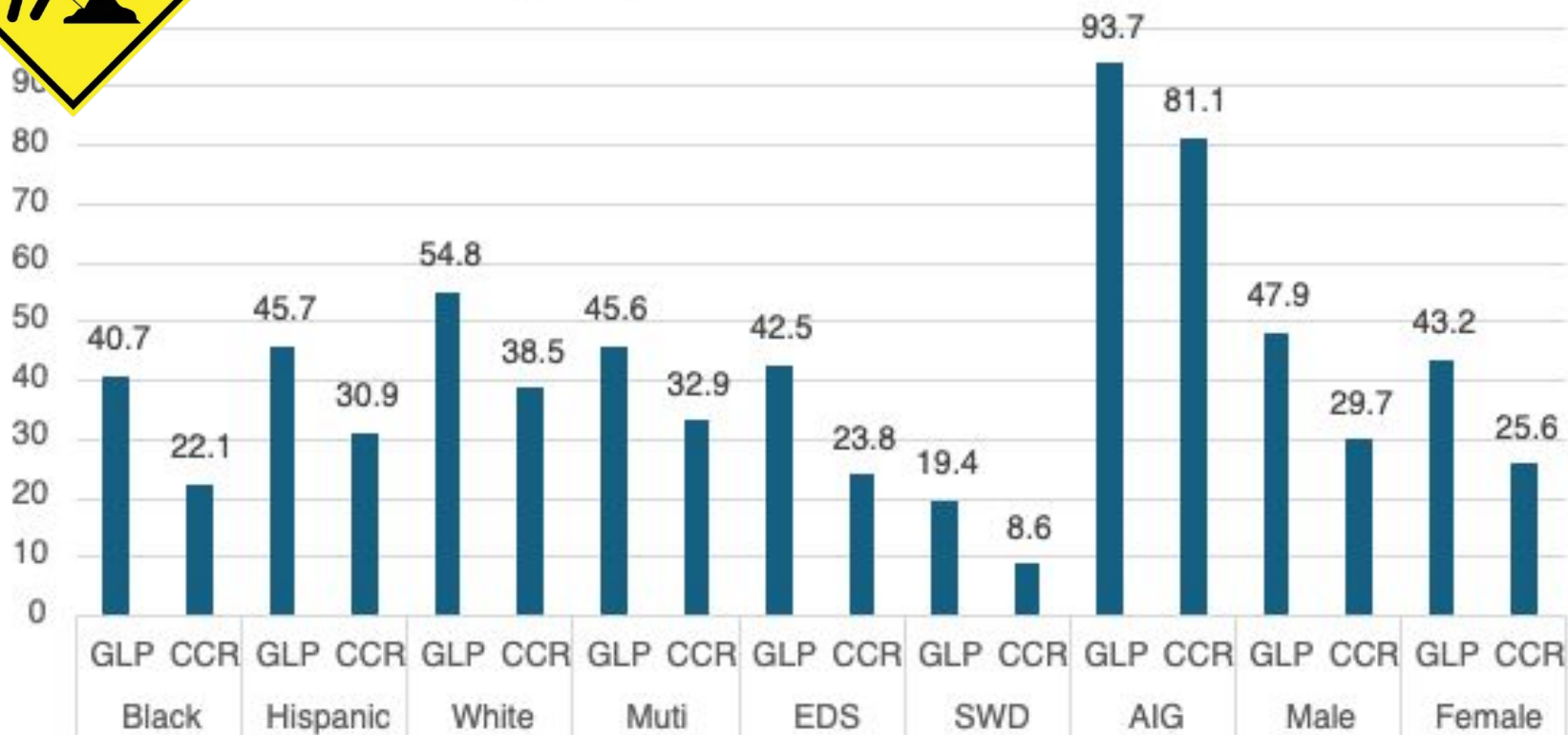
## Subgroup Data for GLP and CCR ELA EOG







## Subgroup Overall GLP and CCR



# FAM-S Data from 2023-2024

School Year Critical Component	2022-2023 Percentage
Leadership	67%
Building the Capacity/Infrastructure for Implementation	67%
Communication and Collaboration	92%
Data-Based Problem Solving	71%
Three-Tiered Instruction/Intervention Model	90%
Data Evaluation	83%
<b>Total FAM-S Score</b>	<b>76%</b>

School and District Implementation Percentages	School	District
<b>Leadership</b>	67%	60%
<b>Building the Capacity/ Implementation Infrastructure</b>	64%	53%
<b>Communication and Collaboration</b>	67%	54%
<b>Problem Solving Process</b>	62%	52%
<b>Multiple Tiers of Instruction and Intervention Model</b>	62%	51%
<b>Data/ Evaluation</b>	67%	54%
<b>Total FAM-S</b>	<b>64%</b>	<b>54%</b>

# Equity

Please rate how strongly you agree or disagree with the following statements about **equity\*** at this school.

	2020	2022	2024
1. All students are treated equitably.	71.43%	72.73%	60.00%
2. Teachers require all students to work hard.	--	--	91.43%
3. Teachers show respect for all students' cultural beliefs and practices.	--	--	88.57%
4. Instructional materials reflect the diverse backgrounds of our students and community.	68.57%	81.82%	77.14%
5. School programs and resources are adequate to support Special Populations (e.g., Students with Disabilities, Academically and Intellectually Gifted Students, Multilingual Learners, Foster Students, etc.)	68.57%	69.70%	80.00%
6. Our school recruits and retains a diverse teaching staff.	--	--	77.14%
7. There is a culturally inclusive environment for all staff.	--	--	80.00%



## Managing Student Conduct

Please rate how strongly you agree or disagree with the following statements about **students\*** at this school.

	2020	2022	2024
1. <b>Students*</b> follow the rules for student conduct.	20.00%	48.48%	54.29%
2. <b>Teachers*</b> routinely enforce the rules for student conduct.	82.86%	87.88%	82.86%
3. School <b>leadership*</b> supports teachers' efforts to maintain discipline in the classroom.	48.57%	51.52%	68.57%
4. School <b>leadership*</b> routinely enforces rules for student conduct.	37.14%	54.55%	60.00%
5. This school uses positive behavioral interventions and supports.	--	--	88.57%

## Professional Learning & Support

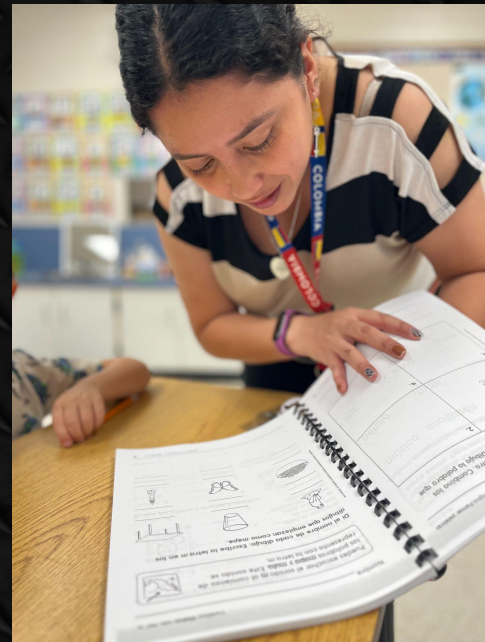
Please rate how strongly you agree or disagree with the following statements about professional learning opportunities at this school.

	2020	2022	2024
1. An appropriate amount of time is provided for professional development.	68.57%	54.55%	74.29%
2. Professional development is differentiated to meet the individual needs of <b>teachers*</b> .	57.14%	54.55%	68.57%
3. Professional development includes enough time to think carefully about, try, and evaluate new ideas.	--	--	65.71%
4. Professional development includes opportunities to work productively with colleagues in my school.	82.86%	66.67%	77.14%
5. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	82.86%	75.76%	80.00%

# Priority Goal 1: Student Success

Every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems, and eliminating barriers.

**Goal 1:** WHES will increase the overall performance composite of 3-5 students taking the End of Grade Tests from 45% to 50% by increasing the percentage of students who demonstrate college and career readiness (level 4 and 5) on EOG from 30% to 35.0 and grade level proficiency from 50% to 55.0% by June 2025.



RELAY Levers : 5. Student Culture 6. Staff Culture



# Priority Goal 1 Continued

## Goal 2:

WHES will reach the following proficiency goals according to the specific grade levels:

🚧 45% of all 3-5 students will be proficient in Reading by June 2025.

🚧 43% of all 3rd grade students will be proficient in Reading by June 2025.

🚧 50% of all 4th grade students will be proficient in Reading by June 2025.

🚧 45% of all 5th grade students will be proficient in Reading by June 2025.

🚧 53% of all 3-5 students will be proficient in Math by June 2025.

🚧 55% of all 3rd grade students will be proficient in Math by June 2025.









🚧 43% of all 4th grade students will be proficient in Math by June 2025.

🚧 60% of all 5th grade students will be proficient in Math by June 2025.

🚧 60.0% of all 5th grade students will be proficient in Science by June 2025.

🚧 72% of K-2 students will be at or above grade level after Reading Diagnostic EOY Assessment by June 2025. (85% Kindergarten, 70% First Grade, 65% 2nd Grade)

# Action Steps for Priority 1: Focusing on Student Success

-  Utilizing Relay Training, Administration will regularly observe staff and provide quality feedback to improve their CORE instruction, lesson plan sequence, and delivery of the lesson
-  Data Discussions with Administration and Academic Coach during weekly PLC's
-  Provide ongoing support for staff through Relay Clinics or Professional Development improve student success
-  Intentional Small Group & Intervention instruction, and Progress Monitoring to assess growth
-  AIG Extension Activities/Lessons and Projects through Canvas
-  TIPS Tuesday PLCs
-  Weekly communication with parents to discuss student performance and growth
-  MTSS team will meet monthly to review student data and the need for action



## Priority Goal 2: Student Well-Being

Create an environment that fosters the growth of the whole child by nurturing students' intellectual, physical, mental, and social-emotional growth in healthy, safe and supportive learning environments.

**Goal 1:** WHES will embed and promote social and emotional learning programs within the school by way of resource classes, daily morning meetings, wellness programs, and student support services. As a result, office referrals will decrease by 3% as measured through Powerschool.

**Goal 2:** WHES will strengthen tiered instruction from 90% to 93% through small groups, intervention, support groups, and progress monitoring as measured by our yearly FAM-S evaluation.

RELAY Levers :1: Data-driven instruction 5:  
Student culture

# Actions Steps for Priority 2

## Focusing on Student Well-Being

- 🚧 Professional Development focusing on MTSS process (IIPs/IRPs)
- 🚧 Utilize FlyFive during Resource classes and SEL morning meetings in the classroom
- 🚧 Wonders Program also has SEL components embedded into content
- 🚧 Military Family Support Group
- 🚧 Monthly or Quarterly Celebrations (PBIS, Dolphins of the Month)
- 🚧 Opportunities to meet with Support Staff and/or Mental Health Specialists through groups or individual sessions
- 🚧 Home visits to support families/students
- 🚧 After School Clubs (Running Club, Robotics, BETA, Battle of the Books, IEA Club, etc.)



# Priority Goal 3: Modern and Innovative Learning Environment and Systems

Create an environment where technology is used to enhance teaching and learning as well as financial and business systems to provide tailored support to students, parents, and educators .

**Goal 1:** Teachers will enhance instruction for students by monitoring, evaluating, and providing feedback through digital platforms (Canvas, SeeSaw, etc.) as measured by lesson plan feedback and walkthroughs.

**Goal 2:** WHES staff will provide support to students and parents with individual student instructional goals through the development of personalized plans (IIPs, IRPs, IEPs, DEPs, etc.) based on student performance and growth.



RELAY Levers: 2: Instructional  
planning 7: Managing school  
leadership teams

# Action Steps for Priority 3

## Focusing on Modern and Innovation Learning

🛠️ Teachers will be provided differentiated, personalized instruction through small group plans and/or intervention plans that will be reviewed and discussed during PLCs to ensure students' individual needs are being met.

- Team & Leadership lesson reviews and walkthroughs will take place using Relay walkthrough forms to ensure small group activities align to standards to improve student understanding in grade level content
- The Leadership team will monitor progress monitoring data from IIPs & IRPs, monitor DEPs, and program use weekly to assess effectiveness and make adjustments as needed.

🛠️ Media Coordinator will provide instruction on digital learning skills as well as utilizing Learning.com

🛠️ Educating parents about digital citizenship and digital competencies by sending home flyers or media platforms

RELAY Levers :1: Data-driven instruction 2: Instructional planning 3: Observation and Feedback



# Priority Goal 4: Excellent Professionals

Recruit, hire, support, and invest in high-quality and diverse teachers, leaders, and support staff.

**Goal 1:** WHES will increase the percentage of teachers who exceed student growth as measured by EVAAS through strengthened support systems, buddy system, administrative walkthroughs, PD opportunities for staff members, and lesson plan feedback.

**Goal 2:** All teachers will receive instructional support from administration, support staff, and colleagues that will translate into improved instructional practices (including SOR) as measured by a rating of strong agree for question 9.1d on the NC Teacher Working Conditions Survey.



# Actions Steps for Priority 4

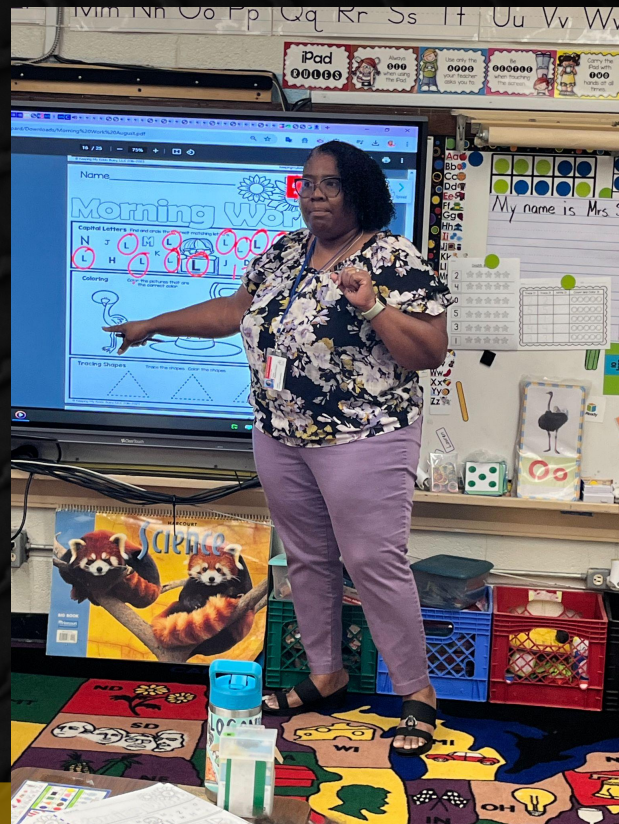
👤 We will utilize our master teachers to help build other teacher leaders as well as deliver quality professional development within our building.

👤 Weekly meetings with West Hoke leadership team that focuses on our data, goals, and teacher effectiveness.

👤 Weekly professional learning communities that focus on student effectiveness and teacher development.

👤 Using data from 2024 Teacher Working Conditions Survey to help drive the effectiveness of teacher morale, retention and overall school climate.

👤 We will utilize the RELAY observation protocol to determine areas of need and plan for coaching cycles.





# Priority Goal 5: Communication and Community Engagement

Priority #5: Develop strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth.

Goal 1: WHES will increase the parental involvement for student learning and growth as measured by Parent/Teacher Conferences, weekly newsletters, progress reports, report cards, daily/weekly communication from teachers, and Grade Level Curriculum events

Goal 2: WHES will increase the parental engagement with the school annually as measured by parent surveys, social media data, sign in sheets, volunteer opportunities, and having a more active PTO.

RELAY Levers : 5.Student culture: 6. Staff Culture

# Actions Steps for Priority 5



🚧 Communicate to parents when information and surveys are sent out, conferences are being held, etc. in a variety of ways such as email, Classdojo, our school website, Facebook, Twitter and other social media platforms.

🚧 Follow up with necessary reminders about information that has been sent out.

🚧 Increase family events to support with student academics and progress

🚧 Provide more volunteer opportunities (Beautification Days, Volunteering with Book Fair, after school events, field trips, Special events, etc.)

🚧 Establish a PTO to become involved throughout the school year



# New Beginnings...Strong Endings

