



Hoke County Schools

Title I Plan

FY26

LEA Name		Hoke County Schools	
LEA #		470	
School Name		Don Steed Elementary	
School Website		https://www.hcs.k12.nc.us/dses	
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 Number of PreK students: 18
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		haley.hall@hcs.k12.nc.us	
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		kspells@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

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
<u>Haley Hall</u> <u>Allison Bell</u> <u>Nadia Jones-Bennett</u> <u>Sheri Goan</u> <u>Elizabeth Banks</u> <u>Keith Couture</u> <u>Jessica Gist</u> <u>Nedra Negron</u> <u>Karla Rojas</u> <u>Cherri Pegues</u> <u>Teja Ellis-Clark</u> <u>Evelyn Moreno</u> <u>Deonte Fergeson</u> <u>Ruschelle Strickland</u> <u>Rachel Stanley</u>	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

School Information		
(Use the month of May)		
Enrollment: 647	Average Class Size: 18	Number of Certified Instruction Staff: 58
Race and Ethnicity Percentages		
White: 27.4 %	Hispanic: 30 %	Asian: .001 %
Black/African American: 29.1 %	American Indian/Alaskan Native: 3 %	
Native Hawaiian or Other Pacific Islander: .003 %		Two or More Races: 9 %
Other Demographics Percentages		
Poverty: 85 %	English Learner: 11 %	Exceptional Children: 13 %

Assessments/Data used to complete the 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
Discipline Data	Teacher and Student Attendance Data

1. Comprehensive Needs Assessment

[25-26 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>Strategies that Don Steed uses to address the needs of all students, especially at-risk students:</p> <ul style="list-style-type: none">• Differentiated and flexible tiered small group instruction for all core subjects• Hiring two Title 1 in school tutors who are used in grades 2-5 for reading and 3-5 for math (Up to 19 hours a week) from September through May.• 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.)• After-school tutoring by staff for students who need extra assistance on standards to achieve mastery for all grade levels.- (February-May)• Two teachers are paid out of the Title 1 budget within our school to help reduce class size.• 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, 5 Novel Sets/Picture Books-Grades-K-5, iREADY online learning platform (reading/math-K-5), Flocabulary (math and science-K-5), as well as American Book Company Science Coach Books, and Wordly-Wise Vocabulary Books to help increase student vocabulary in differentiated text for grades 3-5.• Classroom resources and materials to support student engagement and learning across all subjects, promoting success at every level of instruction.• Technology tools to help students be successful in class, such as Chromebook charging carts, chargers for iPads and Chromebooks, charging stations for iPads, and headphones for all grade levels, so that students can have activities and questions read to them, along with headphone adapters for the new iPads.• 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.• Student awards for effort and achievement through PBIS: Brag Tags• After attending her Media Coordinator conference, Ms. Elliott shared a new platform called SWANK which works to enhance classroom instruction by giving teachers access to thousands of educationally relevant, standards-aligned films that can be used to build background knowledge, support literacy development, and differentiate instruction for diverse learners. Furthermore, by offering secure, copyright-compliant access to digital media both in and out of the classroom, SWANK helps bridge the

digital equity gap, ensuring all students—regardless of economic status—have access to enriching instructional resources that support Title I goals.

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.*

Instructional paraprofessionals at Don Steed Elementary have met the following requirements:

- Have obtained an associate (or higher) degree, or
- 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
- 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.

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.*

After looking at our statewide Check-Ins, county benchmarks, results from EOGs, as well as completing our FAM-S with Ms. Kimble this past May, as well as attending trauma-informed PD with Cheryl Fuller. We were able to see that Professional Development was needed in the following areas for Don Steed Elementary: Continued Cultural Responsiveness/Bias training with our social worker and student support department, as well as trauma-informed training with Ms. Cheryl Fuller. As part of this professional development, staff members trained during Ms. Fuller's summer workshop will lead a color personality test to support and strengthen relationships with both colleagues and students throughout the school year.

Staff will complete a book study with the book: Culturize by Jimmy Casas, to help us understand what it takes to produce world-changing learners by helping to have teachers and students reach their highest potential.

Another way we are going to address concerns from our FAM-S, TWC, and test scores will be to continue our PLC format that we started during the 24-25 school year for the 25-26 school year by holding all PLCs every Monday from 3-5 pm. The schedule will be: 1st Monday-Committee's/Content Planning, 2nd Monday – PD/Content Planning, 3rd Monday-Data Meetings/Content Planning, 4th Monday-Data Meeting/TIPS/Content Planning, 5th Monday-Vertical Alignment/Content Planning.

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 stakeholders, or if need be, hold personalized PD to benefit individual grade levels and teachers. We will start every PLC each week off with a 30-45 minute block of time focused on the week's main objective: Committee Meetings/Specified PD/Data/TIPS Protocol/Vertical Alignment, and will then move into content planning for the remainder of the two-hour PLC.

In May 2025, we surveyed our teachers to gather feedback on how they preferred to structure PLCs for the 2025–2026 school year. Our goal was to ensure that holding two-hour PLCs every Monday continued to be beneficial for staff. The results showed that 67.3% of teachers preferred to continue with the Monday PLC model, as it allowed them to preserve their planning time throughout the rest of the week for instructional preparation and other responsibilities. Additionally, 69.4% of teachers indicated that they did not want to return to holding PLCs during their planning periods. They expressed concerns about the impact of reverting to the old model, noting that the non-instructional time currently provided is already limited and is essential for managing their workload and stress level.

Also, after receiving our district calendar for the 25-26 school year and knowing what our school wanted to continue to focus on, we reached out to Ms. Kimble to see if she and Ms. Shequeta Harris were both available for PDs/Coaching sessions throughout this year. They have been able to commit to the following PD's to include: TIPS & Utilizing Your Comprehensive Support Plan-Coaching PLC- Audience: New Teachers- Mandatory, all others-optional for all other certified staff.-September 18th, Progress Monitoring & Bulletproof Documentation-Coaching PLC -Whole Certified Staff (1st 30-45 minutes)-September 29th, Effective Uses of Restorative Practices at Core-Coaching PLC (1st 30-45 minutes), October 27th, she will then be coming back to do Combining Traditional & Restorative Practices for all certified staff at a later date.

During the 25-26 school year, we know that we will take all of our screening data from the first couple of weeks, along with the data from EOY, to help us create our Core Plan for each grade level and content area no later than September 30th. That way, if we do need to call in Ms. Kimble for coaching assistance during this process, we have plenty of time to do so. Our goal is to also start TIPS within the first two weeks of school, 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 IIPs/IRPs earlier than the 2nd semester this year in order to ensure that as many students as possible reach their highest potential.

We will continue our support for all subgroups during the 25-26 school year-especially our EL, SWD, and multi-racial subgroups that have dropped the most overall this year in composite scores with SWD decreasing 2.8% (down 4 students), our EL subgroup decreasing overall 7.8% (down 5 students), as well as Multi-Racial decreasing 6.6% (down 13 students).

During our FAM-S review, it was also discussed again that for staff to reach our African American students and other minority students, as well as students who are dealing with or have dealt with past trauma, it is important to understand how to build and maintain positive relationships with them throughout the year. Our staff feels that we still need continuing staff development on cultural sensitivity/bias/ and trauma-informed teaching and how this impacts student achievement for both BTs and Veteran teachers.

We will also continue our SPG meetings with our Director of Testing and Accountability, but during our 25-26 school year, we will take the data gained from our 24-25 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 25-26 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 who will be active participants, especially since this is the struggle we continue to have each year. Even as we took time to go over our school/parent compact with staff and then met with parents, we struggled to get parents to come into review it with us. We often get parents who say they will participate, but often do not show up for meetings.

Mrs. Hall also spoke to Ms. Hammond during her summative about how she is going to start including the SIT meetings as part of her Sunday call-out to invite any parent who wish to attend in order to be as transparent as possible and to get more parental involvement. During the SIT retreat, ideas for getting more parental involvement were also discussed, as well as possibilities for a vice president for PTO for the 25-26 school year.

After attending her Media Coordinator conference, Ms. Elliott shared a new platform called SWANK, which was also shared during our SIT meeting and again during the retreat. This platform works to promote parent and family engagement by enabling schools to host educational movie nights and share learning-based content with families—activities explicitly supported under Title I's parent and family engagement requirements. Furthermore, by offering secure, copyright-compliant access to digital media both in and out of the classroom, SWANK helps bridge the digital equity gap, ensuring all students—regardless of economic status—have access to enriching instructional resources that support Title I goals.

We have also discussed replacing our current marquee sign with an LED scrolling sign, which will directly support the school's improvement plan, critical needs assessment, and parent and family engagement efforts. The sign will serve as a vital communication tool, allowing the school to share timely updates, academic reminders, event information, and family engagement opportunities with both students and parents—particularly those who may not have regular access to email or school apps. More importantly, the sign will be equipped to display messages in multiple languages, supporting the school's multilingual families and ensuring equitable access to important information regardless of language barriers. By addressing communication gaps identified in the school's needs assessment, the sign

supports the school's goals of increasing family involvement, fostering a more inclusive and welcoming school climate, and improving overall student achievement.

During our annual SIT retreat, the SIT team began to plan for our family engagement dates for 2025-2026 SY to include open house-August 21st, Title 1 night-September 11th, Fall Festival-Oct. 23rd, Veterans Day Parade/Breakfast/Curriculum Session- November 7, 2025, November 3-7 (Military Appreciation Week), 12 Days of Don Steed Christmas: December 4-19 One Book (Theme), One School Night-March 26th, book fairs, Spanish Immersion Night-April 16th, College Night: May 7, 2025-5:30 pm-7:00 pm Art Night, Donuts for Grownups 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 *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.*

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.

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.

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.*

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 the school year. This year's (25-26) Town Hall/Title 1 night is scheduled to take place on September 11th. During this annual meeting for families, Mrs. Bell, our Assistant Principal, will start off by explaining the Title 1 program, the budget, and how it is created yearly, along with 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.

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)*

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 kindergarten registration

starting in March to allow parents the opportunity to register their incoming Kindergarten students. During this window of time, incoming students will be given the Brigance by DSES teachers.

Hoke County utilizes Infinite Campus 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.

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

For the 25-26 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 our school counselor know that the process has been completed or they can return the paper to the school counselor and she will complete it electronically by a certain date for the student.

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

N/A

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.*

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 via small groups and interventions completed by classroom teachers and teacher assistants, as well as 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 also pull small groups to work on targeted reading and math skills throughout the instructional day.

Classroom Core instruction/Differentiated Small group instruction/Lessons also take place daily.

Planning/Intervention and 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, as well as district curriculum. Teacher Resources are used to help with instruction and Lesson Planning during the instructional day, such as: ThinkUp-ELA/Math for 2nd-5th grade, i-Ready- Reading and Math, Story Works for grades 2-5, Flocabulary-Science/Math, Novel Sets/Picture Books to teach ELA, Science, as well as SS standards. We will also use classroom resources and materials to enhance learning activities during all parts of instruction.

Our teachers/Staff will be involved in a book study: Culturize by Jimmy Casas to help everyone gain a better understanding of what it takes to produce world-changing learners by helping to have students and teachers reach their highest potential.

To also address learning needs and help students reach their highest potential, teachers will be given time twice a year to conduct data-driven protocols during the school day by securing substitutes for their classrooms. This time will also allow grade levels to regroup students for intervention based on the data, as well as plan for upcoming intervention and core instruction to meet the needs of students at all tier levels and subgroups.

Our school will also continue to 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 at 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-K-5, as well as Iready Reading that will be purchased to support our K-5 students in needed areas of reading. Students will also be provided Tier II and/or Tier III supports 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 Infinite Campus for our discipline system, as well as classroom and schoolwide FBA's that are also tracked through Google Forms throughout the year.

Administrative and student support staff at the school level will also implement a spreadsheet to track repeat offenders with behavior and attendance issues, allowing us to see the interventions we have implemented to support the student and assess their success.

Extended learning opportunities will include the Summer Learning camp, which will be offered to students who continue to require 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 February. Additionally, STEM camps, Battle of the Books, and After-School Care programs will be utilized to extend 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, as well as those at risk of not showing expected growth.

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, as well as their projected growth in all core areas. 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. [25-26 Budget](#)