

Comprehensive Progress Report

Mission:

West Hoke Middle School's community will inspire, motivate, and educate lifelong learners in a safe, respectful, and nurturing environment.

Vision:

West Hoke Middle School is an inclusive and supportive learning environment that engages all students in their own unique educational process while providing opportunities for academic success in the 21st century in conjunction with the support of parents, educators, and the community.

Goals:

PRIORITY 1: STUDENT SUCCESS ENSURE THAT EVERY STUDENT IS CHALLENGED AND ENGAGED WHILE PROVIDING MULTIPLE PATHWAYS FOR STUDENT SUCCESS BY BROADENING OPPORTUNITIES, BUILDING SUPPORT SYSTEMS, AND ELIMINATING BARRIERS. Goal 1: WHMS will improve its School Performance Grade from a letter "D" to "C" by increasing its overall composite score by a minimum of twelve points (43 → 55 ≥) by June 2026. Goal 2: WHMS will meet or exceed expected growth by June 2026 by increasing its overall GLP by a minimum of 10% for each grade level as indicated below: Grade 6 (40.9% → 51%) Grade 7 (38.6% → 49%) Grade 8 (37.6% → 48%)

PRIORITY 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: WHMS will increase the availability of resources and opportunities that support the overall well-being of its students, as measured by student perception data and SEL Panorama Well-Being Survey data. Goal 2: WHMS will decrease problematic behaviors, discipline referrals, and suspensions, as measured by school-wide discipline data, to help foster a school climate and environment that is safe, positive, and conducive to student learning.

PRIORITY 3: MODERN & INNOVATIVE LEARNING ENVIRONMENTS & SYSTEMS CREATE AN ENVIRONMENT WHERE TECHNOLOGY ENHANCES TEACHING AND LEARNING AS WELL AS FINANCIAL AND BUSINESS SYSTEMS TO PROVIDE TAILORED SUPPORT TO STUDENTS, PARENTS, AND EDUCATORS. Goal 1: WHMS will increase student engagement and academic achievement by providing students with a personalized and flexible learning experience through a blended learning instructional approach, as measured by observations, assessments, and interventions. Goal 2: WHMS will improve teaching and learning experiences by embracing technological platforms that will increase student collaboration, student engagement, teacher efficacy, teacher productivity, and parental involvement, as measured through TWC data and student/parent perception data.

PRIORITY 4: EXCELLENT PROFESSIONALS RECRUIT, HIRE, SUPPORT, AND INVEST IN HIGH-QUALITY AND DIVERSE TEACHERS, LEADERS, AND SUPPORT STAFF. Goal 1: WHMS will increase the percentage of teachers who meet or exceed student academic growth annually, as measured by EVAAS, by strengthening targeted instructional support provided by school and district instructional leaders. Goal 2: WHMS will improve its support system for all professionals, as measured by staff perception data and TWC data, to help foster a school culture that promotes and supports professional growth and ongoing collaboration among colleagues and peers.

PRIORITY 5: COMMUNICATION & COMMUNITY ENGAGEMENT DEVELOP STRONG CONNECTIONS AMONG SCHOOLS, FAMILIES, AND THE COMMUNITY TO BROADEN OPPORTUNITIES FOR STUDENT LEARNING, DEVELOPMENT, AND GROWTH. Goal 1: WHMS will increase parent, family, and community engagement to help strengthen the school's culture, community support, and partnerships between stakeholders, as measured by Title I Surveys, school event participation data, and SIT parent representative perception data. Goal 2: WHMS will improve communication efforts between the school and its community to help strengthen teacher-parent relationships, reduce absenteeism, improve student outcomes, as measured by PFCE data, parent surveys, TWC data, and end-of-year academic performance data.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	A1.01	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)	Implementation Status	Assigned To	Target Date
Initial Assessment:		WHM's vision is shared, but the enactment of the vision is not modeled throughout the building. Students and staff can recite the vision but understanding where we are trying to go is not evident in our culture.	Limited Development 09/16/2022		
How it will look when fully met:		The school leadership team will continue to model the vision and mission of the school and district. This will be a shared responsibility with staff and stakeholders to improve the performance of all students as evidenced in EOGs, check-ins, and benchmarks.		Deidre Gales	06/12/2026
Actions			0 of 3 (0%)		
	9/18/22	Embed vision in the school's culture		Deidre Gales	05/29/2026
	<i>Notes:</i>				
	9/18/22	Conduct an assembly with students to inform about expectations		Deidre Gales	05/29/2026
	<i>Notes:</i>				
	9/18/22	Conduct advisory meetings with students to ensure on-track with pathways of iReady and Check-Ins		Deidre Gales	05/29/2026
	<i>Notes:</i>				

		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School Improvement Teams do not contain a district team member or accurately represent the school's population. Additionally, meetings are not always focused on the required actions and results.		Limited Development 10/08/2022		
<i>How it will look when fully met:</i>		The team will be active instead of passive. The team will consist of stakeholder representation, including the superintendent, to make informed decisions on student and school performance. The team will focus on results no matter how disadvantaged the student or school may be.			Marcia Long	05/25/2026
Actions				1 of 5 (20%)		
	10/8/22	Attend monthly SIT meetings			Marcia Long	05/25/2026
		<i>Notes:</i>				
	10/8/22	Monitor classroom instruction regularly and provide timely, clear, constructive feedback to the principal			Marcia Long	05/29/2026
		<i>Notes:</i>				
	10/8/22	Facilitate data meetings with district staff, including the superintendent, in November and February to track the school's performance			Marcia Long	05/29/2026
		<i>Notes:</i>				
	10/8/22	Conduct instructional rounds with the administrative team to monitor core instruction and intervention			Marcia Long	05/29/2026
		<i>Notes:</i>				
	10/8/22	Meet with the administrative team and Director of Testing and Accountability to monitor progress using EVAAS projections, growth, and subgroup data		Complete 04/07/2025	Marcia Long	05/29/2026
		<i>Notes:</i>				
		B2.05	The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(5145)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Remove 9/16/2022		Full Implementation 09/16/2022		

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
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
<i>Initial Assessment:</i>		School leaders are visible and have an open door policy; however, we need to ensure that 50% of the day is spent in the classrooms observing teachers.	Limited Development 09/18/2022		
<i>How it will look when fully met:</i>		As the instructional leader of the school, the principal will be visible, and focus on rigorous instruction are essential. Visibility refers to the presence of the principal on the school campus and in classrooms. High visibility by executives has been called management by touring around. In schools, this touring has been associated with positive effects on students' and teachers' attitudes and behaviors.		Deidre Gales	05/25/2026
Actions			0 of 3 (0%)		
9/18/22	Conduct weekly walk-throughs and provide immediate feedback to teachers			Deidre Gales	05/25/2026
<i>Notes:</i>					
9/18/22	Model lessons for struggling and new teachers based on the performance of students.			Christina Campbell	05/25/2026
<i>Notes:</i>					
9/18/22	Conduct peer observation within the first nine weeks			James Courdway	05/25/2026
<i>Notes:</i>					

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
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	Target Date
<i>Initial Assessment:</i>		We have a great school culture, and our staff wants our students to be successful. With the nation's teacher shortage, it is difficult to recruit effective teachers. Our school leaders review the evaluation process each year but with the shortage, paperwork, and learning gap it is stressful to be effective.	Limited Development 09/18/2022		
<i>How it will look when fully met:</i>		Evaluating staff is a critical component in an effective performance management system and should be connected to other areas of educator talent management and support. In particular, a rigorous approach to the evaluation should be clearly connected to a district's system for providing professional development so that growth opportunities are well-aligned with teachers' and school leaders' areas of weakness. Implementing an effective evaluation system involves including individuals with significant, recent experience in the classroom as evaluators. Everyone involved in the evaluation process should undergo training in the use of the assessment instruments including the use of classroom observations, portfolio reviews, or whatever other methods are employed. In addition, evaluations should be conducted frequently, using multiple measures, in order to gain a comprehensive and accurate picture of a teacher's competencies. Those responsible for conducting the evaluation should provide immediate formative feedback. At the very minimum, all teachers should be evaluated annually, but more frequent evaluations should take place in cases where teachers are found to be underperforming.		James Kline	05/25/2026
Actions			0 of 3 (0%)		
	9/18/22	Conduct weekly walk-throughs to provide constructive feedback to teachers		Deidre Gales	05/25/2026
<i>Notes:</i>					
	9/18/22	Assign teachers with a mentor who demonstrates excellent classroom and time management as well as in depth knowledge of the NC DPI instructional standards		Deidre Gales	05/25/2026
<i>Notes:</i>					
	9/18/22	Provide SEL opportunities for teachers who demonstrate burn-out		Deidre Gales	06/12/2026

Notes:

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
	C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Remove 9/16/2022	Full Implementation 09/16/2022		
	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
<i>Initial Assessment:</i>		WHM has a lot of data; however, we need to dig deeper into the data to develop a problem statement on what the data is saying about our performance (clean the data) and the problem.	Limited Development 09/18/2022		
How it will look when fully met:		The Leadership Team is positioned to take a broad view of the data available to them and to make decisions on the focus and direction of the school. They can assess where there are strengths to be celebrated and weaknesses that need shoring up. Professional development can be a huge drain on resources (time and money) if it is not well thought out and implemented. The Leadership team must use all available information in order to make wise decisions on where best to use those resources. Professional development should be directly tied to classroom observations and analysis of student learning data.		Deidre Gales	05/25/2026
Actions			0 of 2 (0%)		
	9/18/22	Conduct data reviews monthly to clean the data (clean the data).		Deidre Gales	05/25/2026
<i>Notes:</i>					
	9/18/22	Analyze the data and group students based on teacher's performance		Christina Campbell	05/25/2026
<i>Notes:</i>					

C2.03		The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All PD offered is whole group PD. We need to personalized PD based on the needs of teachers as identified in our TWCS. Additionally, our data shows our ELs and SWD are progressing at the same rate as our regular students. We need to offer PD to our teachers on strategies to support our ELs and SWD.	Limited Development 09/18/2022		
<i>How it will look when fully met:</i>		WHM needs to align PD to help reduce confusion and uncertainty about what and how to teach and can help build shared vocabulary and common goals that are essential to sustain instructional improvements		Deidre Gales	05/29/2026
Actions			0 of 3 (0%)		
	9/18/22	Conduct PD on strategies to support SWD		Christina Campbell	05/25/2026
		<i>Notes:</i>			
	9/18/22	Conduct PD strategies to support ELs.		Christina Campbell	05/29/2026
		<i>Notes:</i>			
	9/18/22	Personalize PD to the needs of teachers		Christina Campbell	05/29/2026
		<i>Notes:</i>			
D2.08		All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5312)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At this time, we have several new teachers who need to understand blended learning. Teachers sometimes just assigned students Canvas or ChromeBook assignments instead of using technology as a supplemental resource.	Limited Development 09/18/2022		
<i>How it will look when fully met:</i>		In the blended learning approach, a student's day typically includes a combination of online learning and small group instruction time with teachers. This learning model shifts the classroom teacher's focus away from more traditional curricular and administrative tasks in the direction of working with data and providing more individualized support to students.		James Kline	05/29/2026
Actions			0 of 2 (0%)		
	9/18/22	Create blended learning walkthrough teams to assess and provide feedback to school instructional leadership teams		James Kline	05/29/2026

Notes:				
9/18/22	Provide staff with professional development focused on blended and personalized learning.		James Kline	05/29/2026
Notes:				

Core Function:	Domain 3: Instructional Transformation			
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs			
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A1.05		ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Teachers have been analyzing student data from Pre-Assessment Benchmark Tests, iReady Pre-Assessments, as well as NC Check-In #1 Tests. In addition, common assessments and teacher created assessments have allowed teachers to use real-time data to drive grouping for implementing individualized instruction. Our Curriculum Intervention Specialist has been leading our efforts to ensure teachers are preparing effective Individualized Instruction Plans for identified Tier II and Tier III students.</p> <p>Further, our Tier I students are also receiving the extra support they need via our Flex Time on a daily basis. Full implementation is our goal, however, full implementation is based on how we address student data per assessments throughout the year. This process will be an ongoing process as we work to meet the needs of students.</p>	Limited Development 12/14/2021		
How it will look when fully met:		When this objective is met, each student will have a plan in place that meets his/her needs as fully as possible, based on the analysis of student's data. Progress monitoring of interventions via Flex Time, afterschool tutoring, and classroom performance, along with data from NC Check-In Tests will be analyzed to determine the effectiveness of implementation.		Christina Campbell	05/29/2026
Actions			0 of 2 (0%)		
9/18/22	Conduct data meetings with teachers			Deidre Gales	05/25/2026
Notes:					
9/18/22	Conduct advisory sessions with students to ensure on-track with pathways of District Benchmarks and Check-Ins			James Kline	05/29/2026

Notes:

A3.01		Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We offer tutoring on Tuesday and Thursday as well as Breakfast in the Classroom to address learning loss, but we are lacking in the direct focus of tutoring and acceleration.	Limited Development 09/18/2022		
<i>How it will look when fully met:</i>		Our after-school program will target students who need to be retaught the power standards and acceleration for those who mastered the power standards and need enhancement.		Raven Hayes	05/25/2026
Actions			0 of 2 (0%)		
	9/18/22	Implement a structured tutorial program for targeted students		Christina Campbell	05/25/2026
<i>Notes:</i>					
	9/18/22	Implement an advisory program to ensure teachers are reviewing data with students		Deidre Gales	05/25/2026
<i>Notes:</i>					

Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3B: Provide rigorous evidence-based instruction

A1.06		ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, WHM is identified as a Target Improvement School (TSI) based on the performance of our SWD. The gap between our highest performance subgroup and lowest (SWD) is too high.	Limited Development 09/16/2022		
<i>How it will look when fully met:</i>		All subgroups will be performing at optimal levels based on their mode of learning material. Additionally, the instruction would be more personalized to students learning needs so teachers can identify barriers in a timely manner. Last, teachers would not have to continue to re-teach material because students will master the standard within the core instruction.		Deidre Gales	05/29/2026
Actions			0 of 3 (0%)		
	9/16/22	Conduct peer observation once a quarter.		James Courdway	05/29/2026

<i>Notes:</i>				
9/16/22	Conduct weekly walk-throughs to measure the level of teaching.		Deidre Gales	05/29/2026
<i>Notes:</i>				
9/21/22	Close the learning gap for subgroups		Deidre Gales	05/29/2026
<i>Notes:</i>				
A2.07	ALL teachers include vocabulary development as learning objectives. (5097)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Direct, explicit vocabulary instruction is not been taught with fidelity to improve reading comprehension and help close the gap between at-risk children and their typical peers.	Limited Development 06/21/2019		
<i>How it will look when fully met:</i>	The development of vocabulary is a life-long process. Teachers will be teaching vocabulary throughout the school not just as a learning process for those struggling with or learning the English language, but also for all students as they master new content and skills.		Raven Hayes	05/29/2026
Actions		0 of 2 (0%)		
9/16/22	Teach vocabulary before the lesson.		Christina Campbell	05/29/2026
<i>Notes:</i>				
9/16/22	Teach prefixes, suffixes, and root words to help students with context clues.		Christina Campbell	05/29/2026
<i>Notes:</i>				

	A2.24	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes objectives for student management of their learning.(5330)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our teachers have a positive relationship with our students; however, we need to ensure our Core instruction is strong and conduct advisory sessions with students to manage their learning and ensure students' pathways are conducive to their needs.	Limited Development 09/16/2022		
<i>How it will look when fully met:</i>		Explicit strategy instruction that includes teacher modeling, scaffolding of the strategy to students through plenty of guided practice, and self-assessment of student learning has been shown to impact student learning positively. Effective strategies include think-aloud, goal setting, and self-checking for learning. WHM Teachers will use discipline-specific professional development on how to promote metacognitive competency within their teaching contexts.		Christina Campbell	05/29/2026
Actions			0 of 3 (0%)		
9/16/22	Conduct weekly walk-throughs			Administrative Team	05/29/2026
	<i>Notes:</i>				
9/16/22	Review and provide constructive feedback on lesson plans and PLCs.			Administrative Team	05/29/2026
	<i>Notes:</i>				
9/16/22	Participate in PLCs (administrators).			Administrative Team	05/29/2026
	<i>Notes:</i>				

	D2.01	ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers are using technology in their instruction daily. Teachers are actually using modules in their Canvas accounts instead of listing individual assignments. Staff members were trained over the summer for the Canvas platform and all of its features. Since the Canvas platform is relatively new to the staff, it is necessary for the staff members to share new discoveries within the platform to ensure each staff member is knowledgeable of the navigation of the curriculum unit, to increase mastery.	Limited Development 09/30/2020			
How it will look when fully met:	When this objective is fully implemented 100 % of the Staff members will be using Canvas to deliver the instruction in the classroom or at home. All the students will be self-sufficient in navigating through the Canvas platform. Students will be held accountable for accessing all assignments and units of study through Canvas. Teacher capacity with respect to Canvas has increased tremendously since its inception.		James Courdway	05/29/2026	
Actions		4 of 6 (67%)			
9/30/20	All teachers are trained through Professional development session for their use of Canvas.	Complete 09/30/2020	Mary McLeod	09/30/2020	
<i>Notes:</i>					
9/30/20	All teachers have trained students on the use of Canvas and navigating Canvas.	Complete 12/17/2020	Ernest Davis	12/18/2020	
<i>Notes:</i>					
9/16/22	Interventionist will create a blended learning walk-through team to access and provide feedback to school instructional leadership teams.	Complete 10/26/2022	Vicki Hasty	11/02/2022	
<i>Notes:</i>	Team also met 11/2/22.				
9/30/20	Teachers who are in need of Digital Literacy and or Blended Learning Professional Development will be assigned to participate in at least one session per semester.	Complete 10/26/2022	Vicki Hasty	12/17/2022	
<i>Notes:</i>	Shawna McKeithan (Digital Instructional Technology Facilitator) met with Blended learning team to give professional development on the Blended learning model.				
9/16/22	School leaders will ensure students and staff access to various digital content and resources.		Administrative Team	05/29/2026	

Notes:

9/16/22 Teacher leaders will monitor, guide, and model effective instruction.

Administrative Team

05/29/2026

Notes:

Core Function:

Domain 4: Culture Shift

Effective Practice:

Practice 4A: Build a strong community intensely focused on student learning

	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	Target Date
Initial Assessment:			Presently, West Hoke Middle School's goal is to help students become healthy and responsible students by incorporating and teaching a variety of skills that will enhance their quality of life. Our strategy includes providing professional development for teachers to implement within the classroom for character education and the district initiative to Get Fit; partnering with the school nurse, district health professionals and local health care agencies to provide various health screenings and health information services for students and parents twice a year. West Hoke Middle implemented a recycling program that provides students with the opportunity to learn how recycling is important to our daily lives. In our effort to enhance the quality of life for our students, West Hoke Middle is determined to make all staff members aware of procedures to handle the emotional state of students.	Limited Development 03/22/2016		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			The emotional state of all students will be monitored, and teachers will participate in an on-going training to assist identifying the emotional indicators of students in our building. This will create a preventive environment with proactive strategies to view students holistically, and seek professional help when necessary, as well as establish the protocol to ensure safety and security for all parties involved.		Ariel Hudson	06/12/2026
Actions				3 of 9 (33%)		
	6/16/16	WHMS staff will provide needed personal items to help service students in need.	Complete 09/30/2020	Renee Bethea	12/10/2020	

Notes: Each grade level complete two male and two female bags for students. The bags will be given to guidance/support staff.

The staff members have provided the needed materials to assist support staff in servicing students in need of personal care materials.

6/16/16 WHMS' support staff will contact outside agencies to enlist assistance in providing support for students who are emotionally, psychologically, socially, emotionally or physically damaged or seeking help.

Complete 09/30/2020

Renee Bethea

09/30/2021

Notes: Invite outside agencies to host a table for Title I nights, parent nights, curriculum nights, game days, etc. The idea is to make as many connections to agencies to reach out and assist our students and the community as possible which is offering easy access to programs available to them.

8/12/16 Create a professional development calendar for staff to determine when support staff will meet with grade-level PLCs to share information and procedures.

Complete 09/25/2020

Renee Bethea

12/21/2021

Notes: Evidence for this indicator is located in PLC minutes and agendas.

6/16/16 PBIS - Positive Behavior Intervention Support - to support students' emotional state.

James Kline

05/29/2026

Notes: We will need to ensure the new staff is trained in the PBIS process. Take note of the parts of PBIS that are working effectively and are being implemented with fidelity and those that are not.

We have begun to implement another initiative with our district that will assist in the PBIS system of support called MTSS. This Multi-tiered System of Support will be implemented in the district in 2017. With this system, we will target the 5% of our student population who are at high-risk with academic behaviors. It is important that we continue to seek ways to improve these demonstrated academic behaviors in the most at-risk population within our school.

Each teacher receives discipline data on a monthly basis to encourage the use of the PBIS system. West Hoke has seen a significant decline in the number of discipline referrals this school year.

6/16/16 Establishing a Selective Student mentorship to assist students with social, emotional and academic needs.

Ariel Hudson

05/29/2026

Notes: The Student Support Services team was able to establish a mentorship program through selected services from our district and surrounding counties. The team wishes to see more peer mentoring to help our students establish a firm foundation with social, emotional and academic needs.

School's counselor will contact teachers and students to develop this action item.

6/16/16 WHMS' staff will participate in ongoing professional development on emotional, social, and psychological needs and procedures given by the support staff to ensure security and safety of our students.

Ariel Hudson

05/29/2026

Notes: Share information about how and when to properly handle emotional, social and psychological needs of our students and maintain confidentiality.

Share possible ramifications of not following proper procedures.

Develop an intervention pyramid.

6/16/16 Every staff member at WHMS is responsible for the students we serve. Each staff member is given a duty station placement that is strategic to the building to encourage assessment of the students' emotional state before, during and after school. By having a duty station, we ensure we are accessible to students who may have a need at any time of the instructional day. Having staff members on duty, will eliminate bullying and other types of altercations that may stifle the learning progress and the growth of any student.

Ariel Hudson

05/29/2026

Notes: The staff members have been given duty stations throughout the school to effectively assess student's emotional and physical states before, during and after school. We have made it possible for students to seek help at any point of the day and have foiled several attempts of bullying and confrontations as a result.

8/6/19 Student Support Services does presentations during PLCs as it relates to transitioning students to different grade levels; college and career, mental health initiatives at the district level, LGBTQ, homeless status, mental health status of students; student family dynamics; one on one communication with students and parents; guidance procedures for reporting homicidal and suicidal ideation.

Ariel Hudson

05/29/2026

Notes: The evidence for this indicator is located in the grade-level minutes.

9/30/20 Seek ways in which the staff may be trained more in depth on the SEL (Social and Emotional Learning aspect).

Ariel Hudson

05/29/2026

Notes:

Implementation:			12/15/2022		
Evidence	12/15/2022 Powerpoint from training: https://docs.google.com/presentation/d/11SiSh-2zucob8p-izAXHsE1lIggChR4c/edit?usp=sharing&ouid=116623614962432967280&rtpof=true&sd=true				
Experience	12/15/2022 Through professional development and the continued efforts of our social workers, guidance counselor, and drop out prevention coordinator staff has been provided with ongoing support to meet the needs of our students. Home visits, implementation of MTSS to monitor attendance, tutoring and homework help opportunities, a focus on building relationships, as well as continued professional development of our staff has led to our success in this objective.				
Sustainability	12/15/2022 Continued Professional Development and training of staff.				
	B1.05	The principal offers frequent opportunities for staff and parents to voice constructive critiques of the school's progress and suggestions for improvement.(5139)	Implementation Status	Assigned To	Target Date
Initial Assessment:	At this time, we provide various opportunities for parents to know what is going on at WHM; however, we need to increase our effort to have more engaging opportunities for families.	Limited Development 09/18/2022			
How it will look when fully met:	WHM will provide opportunities for all stakeholders to provide feedback on improving the school's success and share that feedback with stakeholders at quarterly meetings with staff and the community.		Mazie Quick	05/29/2026	
Actions			0 of 3 (0%)		
	9/18/22	Offer more surveys to stakeholders on how to improve communication at all levels		Deidre Gales	05/29/2026
	<i>Notes:</i>				
	9/18/22	Ensure parents from on each grade level are represented on the SIP		Mazie Quick	05/29/2026
	<i>Notes:</i>	West Hoke Middle School currently has a parent representative for 8th grade,			

	9/18/22	Communicate in a language parents will understand in order to help their child and foster a relationship		Mazie Quick	05/29/2026	
		<p><i>Notes:</i> A School-Parent Compact for Achievement is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach grade-level standards.</p> <p>AYPYN registration letters are sent home to parents/guardians to support after-school enrichment for the students. Academic clubs, academic tutoring in core subjects areas, and homework assistance for all grade levels. The enrichment clubs also support social emotional learning for our military students whose parents have to move around frequently.</p> <p>AIG Parent Nights, 8th Grade High School and Early College Sessions. Title I Family/Friendly Walkthrough Evaluation.</p>				
		E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	WHM sends home weekly messages to families to keep them informed. However, we need to increase our participation in curriculum events.	Limited Development 09/18/2022		
		<i>How it will look when fully met:</i>	Positive two-way communication between home and school and/or community, which involves listening as well as informing, sets the stage for developing a relationship built on trust and respect.		James Courdway	05/29/2026
		Actions		1 of 3 (33%)		
	9/18/22	Conduct a PTO drive		Complete 12/15/2022	Mazie Quick	06/12/2023
		<i>Notes:</i> 1st Drive: 10/28/2022 2nd Drive: 12/15/2022				
	9/18/22	Ensure school's website is updated			James Courdway	05/29/2026
		<i>Notes:</i>				
	9/18/22	Enlist and empower all stakeholders on student achievement by various media usages.			James Courdway	06/29/2026
		<i>Notes:</i>				