



Hoke County Schools Title I Plan FY25

LEA Name	Hoke County Schools	
LEA #	470	
School Name	East Hoke Middle School	
School Website	https://ehms.hcs.k12.nc.us/	
School Grade span	6 - 8	
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
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	Katrenna Rich	
School Principal Email Address	katrenna.rich@hcs.k12.nc.us	
School Mailing Address	4702 Fayetteville Road, Raeford, NC 28376	
School Phone Number	(910) 875 - 5048	
School Improvement Chair	currently unassigned	
Superintendent Name	Dr. Kenneth Spells	
Superintendent Email Address	kenneth.spells@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	

Names of Planning Team
(include staff, parents & at least one student if Secondary School)

6th Grade:
 John Johnson
 Britney Sutton

7th Grade:
 Kendall Pickard
 Lorena Dubreuil
 Ashley Artis

8th Grade:
 Nigel Scott

EC:
 Paretta MTunda
 Tawanda Lucas
 Paula Darden

Electives:
 Daryl Evans
 Marie Adrasse

Student Support:
 Kenisha Jones
 Arthur Tripp
 Melissa Dees

Parent
 Mahlia Majka
 Student
 Koi Majka

Katrenna Rich
 Tonja McGill
 Bryan Kingsmill

Titles of those on Planning Team

6th Grade:
 Math Teacher
 Science Teacher

7th Grade:
 ELA Teacher
 SS Teacher
 Math

8th Grade:
 ELA

EC
 Math
 TA
 EC Inclusion

Electives:
 Art
 ESL

Student Support:
 Counselor
 Drop-Out Prevention Specialist
 Media Coordinator

Principal
 Assistant Principal
 Assistant Principal

School Information
(Use the month of May)

Enrollment: 784	Average Class Size: 29	Number of Certified Instruction Staff: 36
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Race and Ethnicity Percentages

White: 18 %	Hispanic: 30 %	Asian: <1 %
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Black/African American: 38 %	American Indian/Alaskan Native: 2 %
Native Hawaiian or Other Pacific Islander: 1 %	Two or More Races: 8 %
Other Demographics Percentages	
Poverty: 65 %	English Learner: 11 %
	Exceptional Children: 11 %

Assessments/Data used to complete Comprehensive Needs Assessment	
NC Check-in benchmark results	Qualitative parent interviews
EVAAS value added report	Teacher Working Condition Survey
Teacher data	NC READY Assessment EOG results
NC EOC results	NC Rapid Identity Applications

1. Comprehensive Needs Assessment

[CNA August 2025](#)

2. Schoolwide reform strategies

2.1	<p><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> <p>Instruction time will be sacred with minimum distractions and interruptions. All students will have a fair and equitable opportunity to be successful.</p> <p>*Implement ClassWorks iReady for 15 - 20 students per grade level with a focus on math and ELA. Additionally, students will receive direct support from an instructor to address standards of concern working in collaboration with general ed teachers.</p> <p>*We have taken into account that our ELL students are not succeeding. Only 2 out of 123 exited the program. We have met with the district director to devise a monitoring plan using the ELLevation software. Additionally, students will have the support of an ESL instructor as an elective course. We were still able to include Health/PE as a yearlong elective that will address SEL.</p> <p>*We have reflected on the school achievement data and determined that teachers need support with developing meaningful lessons that stretch and support students through the learning process. District C & I personnel will provide PD throughout the school year to create grade-level lesson. Additionally, we will use the PROTOCOLS of RELAY to get better faster (instructionally).</p> <p>*We have noted that there is a discernible disproportionate difference in discipline with African American males experiencing significantly more consequences than any other</p>
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group. They are sent out of class, sent to ISS, and suspended more often than any other subgroup. Teachers will receive more cultural awareness and professional development throughout the year. Additionally, during PLC, teams will disaggregate data on discipline and academic achievement.

*Ongoing reflection using the school improvement process will be utilized to monitor all actions throughout the school year.

3. Qualifications of instructional paraprofessionals

V3.1 *Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements.*

Following guidelines from the district and state human resource department, the administrative team will ensure that all paraprofessionals are highly qualified, trained, and meet contractual requirements. The administrative team would provide professional development so that paraprofessionals understand their role and job duties.

The district human resource department, along with the school administrative staff is sure that all paraprofessionals have completed the required 48 instructional hours from an accredited college/university, obtained an associates degree or completed. The state of assessment demonstrated knowledge and comprehension of reading and mathematics as outlined by the state.

Paraprofessionals work under the supervision of a teacher, consistent with section 1119. All paraprofessionals will work in their assigned area with the assigned teacher.

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.*

The administrator staff and SIT team reviewed the schools, professional development feedback from the previous year, and will analyze conversations from instructional teams and instructional facilitators as well as district goals and determined the need for professional development for the 24–25 school year. Successfully integrating, effective professional development hinges on social, emotional learning, literacy, and the blended learning framework through the North Carolina rethink while increasing rigor. The administrative team will coordinate with district facilitators (To include curriculum and instruction leaders for both math and ELA, as well as behavioral and technology support executives) to schedule dates and times for the professional development.

Math and ELA teachers will be trained on standard based instruction and will work collaboratively to design lesson plans that are meaningful and that will meet the needs of our students.

Professional development is provided as offered based on the needs of the staff and additional self directed, online professional development is available through NCEES. District curriculum and instruction personnel will provide professional development on vertical alignment and best practices and teaching reading comprehension PLC meetings are held weekly Between departments and grade levels working with the middle school team concept. Teachers use student data and assessment to plan instruction that will promote student growth throughout the year.

EHMS will also provide in-house professional development as led by teachers who attend conferences by coming back and sharing the information that they learned. This will enable us to sustain practices and build teacher leaders in content areas.

As a new and added support, teachers will be encouraged to use zoom as an avenue to provide additional support to students who are struggling to understand concepts. It will be a virtual tutoring platform. EHMS will continue to offer after school tutoring to meet the needs of students in a face-to-face setting.

All teachers will participate in peer rounds and provide feedback to colleagues in order to promote a growth mindset.

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.*

Parents will have an opportunity to share feedback on quarterly parent surveys. This qualitative data will inform the decisions and practices at EHMS. The school, parent, compact between students, staff, teachers, parents, and administrators will continue to be used to identify the expectations and responsibilities of all stakeholders.

EHMS plans to re-engage parents to become active members of the school community to garner interest and ensure that all learning needs are met and supported by the families in our community. The administrative staff will conduct quarterly parent meetings giving parents a voice in the school community and to seek ways to support students, academic progress and social emotional development. Our opening Title I parent night will be September 17th and a special focus would be on ELL students in order to seek assistance to help this subgroup. We will utilize the support of a district interpreter to be as inclusive as possible.

EHMS will continue to have Title I nights, math, count nights, STEM night, history, living museum night, literacy night, and art displays. A high school registration night will also

be hosted to help students prepare for the transition to high school. Additionally, a high school administrator and CTE representative will meet with students to share information regarding the high school.

EHMS will enhance the schools presence on social media using various platforms in order to keep parents informed and up-to-date. The goal is to increase parental engagement in the school environment.

An electronic LCD marquee will be purchased to advertise what is going on at school, highlight student accomplishments, and teacher recognition to build morale.

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.

According to the 2024 TWC survey 50% of staff agreed that “Parents/guardians support teachers, contributing to their success with students.” In order to facilitate parental/guardian involvement EHMS will revamp its PTO program in the hopes of increasing parental/guardian engagement. Parents will be invited to “Chat with the Principals” town hall meetings quarterly. Parents are welcomed to attend SIT meetings that are held, at least, once monthly. Title I nights are held throughout the year to ensure parents are actively engaged and are able to voice their concerns and opinions in regards to policy and procedures. Title I/Parent Feedback Surveys will be provided at the end of each Title I Night/event. Staff work to bring awareness of school based decisions as well to the North Carolina course of study. East Hoke Middle School ensures that parents serve on the School Leadership Team. Parents have an active role and voice as a stakeholder for the school and can be agents of change as they attend meetings and provide valuable feedback.. The SIT team works collaboratively to ensure that the needs of all stakeholders are met and addressed within the School Improvement Plan. Student-Parent Handbooks are distributed to all parents who attend the open house, while remaining handbooks are sent home with students during the first 10 days of school. East Hoke Middle school will host grade level parent nights within the first 30 days of school to meet teachers, help students and parents become familiar with curriculum, and provide valuable Title I information. East Hoke’s website will be consistently updated as our primary media outlet to the parents. Other social media outlets that will be managed on campus to connect to parents will be Facebook, Instagram and the school's reach message sent out to parents weekly in English and Spanish by the school administration. In an effort to establish and maintain regular two way communication with parents/guardians East Hoke Middle School teachers will be encouraged to use the Class Tag app as a primary communication device between parents/guardians and teachers. This app will allow parents to hear and send messages in their preferred language.

As part of the school’s leadership team, parents and families have access and provide suggestions to the school’s Title I plan, budget, Compact, and the parent family engagement policy/plan Title 1 survey data has been collected, and according to the

parent Title 1 survey, less than 10% of parents share that they know about volunteer opportunities, but more than 40% of parents do NOT want to be more involved on campus. This Title 1 survey data and other qualitative feedback will be a springboard for continued plan adjustments and improvements throughout the school year, particularly in the area of communication, as it seems that the best EHMS can do for parents is to ensure communication needs are met. Administration and teacher leaders will continue working with parents to determine the best ways that East Hoke can ensure that every parent receives effective communication about what is happening on campus.

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.

East Hoke Middle School will conduct our Annual Title I night events for each specific grade level as well as various content areas. Our annual Title I parent night has been scheduled for 9/17/2024 at 6:00 pm. During the Title I Night, administration will provide parents with information on the Title I program and why East Hoke Middle School qualifies as a Title I school under the program guidelines. Parental rights will be explained, programs and activities provided with Title I funds will be discussed, and input will be solicited on the Title I program for the school. Information regarding the Annual Title I night event will be provided for parents during the school's Open House. Communications will reach parents on the first day of school inviting parents to the Annual Title I Night event. Parents will be provided with information regarding how they can request their child's teacher qualifications as required through the federal guidelines. Access to Title I information to include What is Title I?, EHMS Title I Family Engagement Plan, Teacher Qualifications and the Principal's Title I video message are posted on the school's website under the Title I Information tab for parent access. During the Title I Night event with EHMS presentations will be given with vital information on the Title I program, school expectations, student success for each grade level and how parents can be actively involved in their child's education. The Title I night will also include the voice of students. Students from each grade level will be invited to share their school experience.

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)

N/A

6.2

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

To help students acclimate to their new environment, EHMS will organize a series of orientation visits to the middle school. In the future we will conduct an orientation that will occur in the latter part of the fifth-grade year and include guided tours, introductions to key staff members, and opportunities to observe classes. Students are encouraged to ask questions and express any concerns they may have. EHMS will also pair incoming students with current middle school "buddies" who can provide peer support and share their own experiences.

During the summer our rising sixth graders are allotted a time to come and participate in our sixth grade transition day. This time is designed to ease any anxiety and answer any questions they may have about the new school year. They also have the opportunity to experience how middle school operates on a daily basis.

During the Summer, all rising 6th grade students have been provided an opportunity to participate in the Sixth Grade S.T.A.R.S. (Students Transitioning, Achieving Real Success) program. The S.T.A.R.S. program is a full-day orientation and acclimation of the middle school prior to the first day of school. Students begin with registration and breakfast in the school's cafeteria, followed by a welcome from the district's Student Support Services director, administration, school counselor and teachers. Students are arranged in small learning groups and participate in the daily activities with their learning group. During the learning activities within the core subject classes, students utilize the On Your Way to Middle School Success booklets. The learning activities include activities and tips related to attendance, organization, character, bullying, making good choices and being healthy. Students rotate from class-to-class, to include elective classes, according to the assigned schedule. The S.T.A.R.S. program help students learn about middle school and ease their tension and fears regarding the middle school expectations.

EHMS will publish a marketing video to the website introducing students and parents to the school. The video will be a virtual tour of campus. We will also use this video to solicit parental involvement and invite parents to come to parent meetings.

6.3

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

Our exceptional children are afforded an opportunity for a transition meeting with a team which consist of parent, student, middle and high school teachers and/or coordinators who ensure that they are scheduled in the correct courses so that their transition is smooth and seamless.

EHMS eighth grade students will attend a high school tour, this opportunity gives the students a chance to observe the high school and meet key staff that will assist them throughout the year to ease any anxiety they may have about the upcoming academic year.

The high school conducts a curriculum night that introduces all the Career and Technical courses provided. The elective staff will also provide information about the course offered as well as extracurricular activities.

East Hoke Middle School works with Hoke County High School and Sandhoke Early College to provide 8th grade students an opportunity to visit campus, meet with counselors and participate in the pre-registration parent night. During the pre-registration period, HCS student support services sends a team of counselors to present the high school program areas. Also during the spring, 8th grade students will take a guided tour of Hoke County High school. This effort allows students to get first hand knowledge of the high school specialized areas such as CTE(Career and Technical Education), AP (Advanced Placement) courses and College Classes. Sandhoke Early College High School will host their annual enrollment interviews. Students that are accepted to Sandhoke Early College High School will attend Summer Bridge, which is a week-long campus orientation to acclimate students to the Early College. Students attending Hoke County High School will participate in Freshman Success, which is a 3-Day program allowing students to familiarize themselves with the campus and the teachers. Students meet with counselors to become familiar with CFNC and learn to navigate the system. Students will also register for high school classes during this time. Students receive guidance and direction for their future success in high school and beyond.

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

The after-school tutorial program will be implemented again to provide instructional support and assistance to students beyond the regular school day hours. After-school tutorial will begin in October and end in May, and will be offered twice a week for two hours each day for students who sign-up and participate in Reading, Mathematics and Science for their identified grade level.

Students will utilize tools and technological resources such as accessible rigorous texts and annotation software, updated calculators, and microscopes to enhance core concepts, engage in rigorous learning activities and receive one-on-one assistance in the areas of reading, math and science. As teachers use strategies of blended learning to reinforce content, students will work with the tools provided to deepen their understanding of the material.

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.

East Hoke Middle School collaborates with the school district's Federal Programs, Human Resources, Student Support Services, Finance, and Curriculum departments to ensure the utilization of all Title I funds supporting student learning. In collaboration with the Federal Programs, Human Resource and Finance departments we have received an allotment necessary to meet the state mandates and to reduce class size. East Hoke Middle School's allotment enables us to utilize Title I funds to secure three certified teacher positions for the school year. We will collaborate with the Curriculum and Instruction Department to provide instructional teams opportunities to participate in professional development aligned to the content areas, technology and address the instructional needs of exceptional children. Instructional teams will participate in Summer PD to ensure their professional growth and development in meeting the academic, emotional and social needs of all students and bridging the learning gaps. We will utilize funds to provide teachers and students with supplementary resources, technological resources, instructional supplies and materials for educating students and enhancing learning within the classrooms. In conjunction with the Student Support Services department we will continue to provide after-school tutorials for all students. Students will be provided an after-school tutorial twice per week from October 2024 to May 2025 for two hours each day. Tutorial will provide students with an opportunity to receive instructional support and assistance beyond the school day. East Hoke Middle School will conduct our annual Title I Night event, and facilitate a minimum of two family engagement events during the school year to increase parent and family engagement, increase parental support and encourage school and community involvement. We will provide parents and families with educational resources to effectively promote and support student learning at home. We will continue to provide parents and families with weekly updates for instructional events and activities related to students learning by utilizing our school's reader board, School Messenger, Facebook posts and flyers to ensure active family engagement and participation.

9. Title I Budget (FY25)

Budget 2025 - 2026 School Year