Hoke County Schools
Title I Plan
FY27

LEA Name	Hoke County Schools
LEA #	470
School Name	Sandy Grove Middle School
School Website	https://sgms.hcs.k12.nc.us/
School Grade Span	6-8
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	☐ Yes x ☐ No
Indicate subject area(s) of focus in this Schoolwide Plan.	☐ Reading/Language Arts ☐ Math ☐ Science x☐ All ☐ Other (Specify)_____
School Principal Name	Haley Hall
School Principal Email Address	haley.hall@hcs.k12.nc.us
School Mailing Address	300 Chason Rd, Lumber Bridge, NC 28357
School Phone Number	910-875-3559
School Improvement Chair	Christine Lee
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.	x☐ Yes ☐ No

Names of Planning Team *(include staff, parents & at least one student if Secondary School)*	Titles of those on Planning Team
Haley Hall	Principal
Daniela Jacobs-Daniels	Assistant Principal
Seth White	Assistant Principal
LaTanya Reed	Counselor
Andrea Cherney	ELA
Jonathan Foster	Math
Christine Lee	Social Studies
Nicole Winston	EC
Idah Magwenzi	Science/EPI
Sarah Meadows	6th Grade
Brittany Davidson	7th Grade
Benjamin Mandel	8th Grade
Timothy Meadows	Media Coordinator
Tara Hollingsworth-Pruitt	Social Worker
Rachel Stanley	Parent Representative

School Information

(Use the month of May)

Enrollment: 591	Average Class Size: 25	Number of Certified Instruction Staff: 58

Race and Ethnicity Percentages		
White: 24 %	Hispanic: 23 %	Asian: 1 %
Black/African American: 30 %	American Indian/Alaskan Native: 9 %	
Native Hawaiian or Other Pacific Islander: .003 %	Two or More Races: 12 %	

Other Demographics Percentages		
Poverty: 76.18%	English Learner: 11 %	Exceptional Children: 13%

Assessments/Data used to complete the Comprehensive Needs Assessment	
2026 Teacher Working Conditions Survey	EVAAS Data
Grade 6-8 Check-In/EOG Data	Multi-Year Trend Data
Discipline Data	FAM-S Data
	Teacher and Student Attendance Data

1. Comprehensive Needs Assessment

[26-27 CNA]

2. Schoolwide reform strategies

2.1	*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.*

Strategies that Sandy Grove Middle uses to address the needs of all students, especially at-risk students:

- **Hiring 1 Title I in-school tutor for grades 6-8 in reading/math (up to 19 hours a week) from September through May.**
- **Daily Strategic intervention across all grade levels for 30 minutes to address standards where students need extra support. (Intervention will take place from 8:30-9:00 across the school, so that our EC, EL, as well as all elective teachers can push in/ pull small groups to support.)**
- **Two teachers are paid out of the Title 1 budget within our school to help reduce class size in our core classes.**
- **Daily work with rigorous resources to include: Near Pod/Flocabulary, iREADY online learning platform, NEWSELA**
- **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 earbuds for all grade levels, so that students can have activities and questions read to them.**
- **Student awards for effort and achievement through PBIS: Brag Tags**

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 Sandy Grove Middle 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 reviewing our statewide Check-Ins, End-of-Grade (EOG) assessment data, and the results of the 2026 Teacher Working Conditions (TWC) Survey, we identified several areas in which professional development is needed at Sandy Grove Middle School. These areas include strengthening classroom management through consistent procedures and routines and providing an MTSS refresher to ensure all staff have a clear and consistent understanding of district expectations. Additionally, our data indicate a need for professional development focused on differentiating instruction and assignments to effectively meet the needs of students across all achievement levels and subgroups. Finally, analysis of the 2026 TWC Survey highlights the need for continued professional learning in instructional strategies that support multilingual learners and other specialized student populations.

Another way we are going to address concerns from our TWC, and test scores has been to meet with our SIT team and look at our master schedule to see how we can extend electives closer back to the 90-minute mark where the times used to be instead of where they were during the 25-26 SY, which was only 65 minutes. With the help of our Assistant Principal, Mrs. Jacobs-Daniels, we were able to map out between 85-90 minute electives for each grade level 6-8. This way, we are trying to ensure that our grade levels, content areas, and admin have ample time to lesson plan together, look at data, and problem-solve for student success as a team.

According to our TWC, Time is still a concern, with 71.43% of our staff either disagreeing or strongly disagreeing that the non-instructional time* provided for teachers is sufficient, which is an increase from the 57.14% it was at two years ago. This is the main reason that the SIT team felt that by reviewing and revamping the master schedule would allow everyone more focused and available time to look at data, break down and dig into standards, annotate lessons, and get as much lesson planning done as possible, while focusing on our MTSS framework and Tips process that will hopefully give time back to teachers after school and during their weekends. We will use our Monday after-school meetings to focus on: Committee Meetings/Specified PD/Data/TIPS Protocol/and Vertical Alignment, which will allow more time for focused planning and problem-solving during PLCs throughout the week.

We will continue with support for all of our subgroups during the 26-27 school year, so that all can continue to grow in proficiency rates as they did during the 25-26 school year.

We also plan to bring in our Director of Testing and Accountability in order to have focused goal setting and SPG meetings with each grade level to ensure that all staff knows how to utilize the tool that we were given last year by Mrs. Hyde to the greatest advantage. During our 26-27 school year, we will take the data gained from our 25-26 EOGs, as well as Check-In data, and EVAAS projections to help us understand the track that we need to take for our students to

be most successful during the 26-27 school year. We will also use the Goal Setting Sheets that Mrs. Hyde shared with us last year, from the very beginning of the year, to help set individual grade goals, teacher goals, as well as school-wide goals to help us meet our SPG. In addition, we are going to incorporate the usage of EVAAS data more into our discussions and how to move our students forward. We will bring Mrs. Hyde into our PLC's ot help us with this

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.*

Sandy Grove Middle School's School Improvement Team consists of a parent from each grade level on the team. During our SIT retreat this past July, 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.

This year, in addition to permanent parent representatives, SGMS will send invites for all SIT meetings to all parents and stakeholders of SGMS during her Sunday messages, Class Dojo, Facebook, as well as the school marquee the week before they are to take place.

During our SIT retreat in July, the SIT team began to plan for our family engagement dates for the 2026-2027 SY to include open house, August 19th, Title 1 night, September 10th, Fall Festival- in conjunction with SGES, November 2-6 (Military Appreciation Week), 12 Days of SGMS Holidays, as well as parent curriculum nights. We also discussed getting our end-of-year awards, Field day, and literacy night planned, so that communication can be given to families in ample time in order for participation to be at its highest potential.

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.*

Sandy Grove Middle School will hold its annual ESSA Title 1 parent meeting during its grade-level curriculum night, which will take place within the first 30 days of the school year. This year's (26-27) Grade-Level Curriculum/Title 1 night is scheduled to take place on September 10th. During this annual meeting for families, Mrs. Jacobs-Daniels and Mr. White, 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)*
	N/A
6.2	*Please provide a narrative below explaining the school's transition plan from elementary to middle school.* ***During the elementary students 5th grade year students are given the time to come to Sandy Grove Middle School to complete a school tour. During that time the 5th grade students get to meet the school admin team, student support services team, the current teachers of 6th grade, as well as select student body members to include athletics, clubs, and leaders of the school. Students are given the opportunity to see the school and ask any questions that they may have. The summer prior to their middle school beginning day students are provided with a Rising Stars Day in which students are provided a full day in the middle school from start to finish. This day is full of transition activities to help the students feel comfortable on their first day of school which includes transportation, breakfast, all core classes with brief instruction, elective classes, lunch, and dismissal. This program is provided in hopes that students feel comfortable transitioning to middle school.***
N/A	
6.3	*Please provide a narrative below explaining the school's transition plan from middle school to high school.* ***During the students 8th grade year students are given the time to come to visit the High School to complete a school tour. During that time the 8th grade students get to meet the school admin team, student support services team, the current teachers of 9th grade, as well as select student body members to include athletics, clubs, and leaders of the school. Students are given the opportunity to see the school and ask any questions that they may have.*** ***The summer prior to their High school beginning day students are provided with a Rising Stars Day in which students are provided a full week at the high school from start to finish. This week is full of transition activities to help the students feel comfortable on their first day of school which includes transportation, breakfast, all core classes with brief instruction, elective classes, lunch, and dismissal. This program is provided in hopes that students feel comfortable transitioning to high school. High school representatives (Counselors/ CTE staff) also visit the middle school frequently during the school year to encourage students to register for the correct classes needed to meet their goals and requirements for high school.***

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.*
Sandy Grove Elementary is committed to increasing both the amount and quality of learning time for all students by providing additional support during and beyond the instructional day.	

We strive to create a positive school culture and climate where students feel safe, supported, and ready to learn each day.

During the school day, students receive high-quality core instruction that is differentiated to meet their individual needs. In addition to core instruction, each grade level has a daily intervention block where students receive targeted instruction based on formative and summative assessment data. Teachers, teacher assistants, EC and EL teachers, resource teachers, and our Title I tutor work together to provide flexible small-group instruction, interventions, and push-in support so students receive extra help without missing important classroom instruction.

Teachers use district curriculum, teacher-created materials, and instructional resources such as i-Ready Reading, i-Ready Math, mCLASS, science consumables, and other classroom materials to provide engaging lessons and targeted practice. These resources help teachers meet students where they are and provide instruction that supports individual learning needs.

To improve the quality of instruction, teachers meet regularly during PLCs and grade-level planning to review student data, discuss student progress, and plan lessons and interventions. Twice each year, teachers are provided additional time during the school day twice a year to participate in data-driven protocols, analyze student performance, regroup students for intervention, and plan instruction that best meets the needs of all learners, while substitutes cover their core classes.

Sandy Grove Elementary also uses a Multi-Tiered System of Support (MTSS) to identify and address students' academic, attendance, and behavioral needs. Student progress is monitored using classroom, district, and state assessment data, along with attendance and behavior information. This process helps staff provide timely interventions and supports so students can be successful.

Learning opportunities continue beyond the regular school day through after-school tutoring beginning in February, Summer Learning Camp, STEM camps, Battle of the Books, and other enrichment opportunities. These programs provide students with additional time to strengthen academic skills, explore new interests, and continue learning outside of the regular instructional day.

By providing targeted interventions during the school day, using data to guide instruction, and offering learning opportunities beyond the school day, Sandy Grove Elementary increases both the amount and quality of learning time to help every student succeed.

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.*

Sandy Grove Middle School coordinates federal, state, and local funds to provide a comprehensive instructional program that supports the academic success of all students. Funding decisions are based on the school's Comprehensive Needs Assessment, student achievement data, and the goals outlined in the School Improvement Plan to ensure resources are used where they are needed most.

State funds provide the core instructional program, including classroom teachers, instructional materials, curriculum, technology, and other essential resources. Title I funds are used to supplement, not replace, these services by providing additional instructional support, intervention opportunities, supplemental instructional materials, tutoring, and professional learning for staff.

School leaders regularly review student data to determine the most effective use of available resources and to ensure that federal, state, and local funds work together to meet the needs of all students, especially those who are at risk of not meeting state academic standards or expected growth. By coordinating these funding sources, Sandy Grove Middle School can provide targeted academic support, strengthen classroom instruction, and increase opportunities for all students to succeed.

9. 26-27 Budget