Our Direction

West Hoke Middle

Date of Report: 10/19/2026

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.

Values:

West Hoke Middle School’s organization values the importance of helping students to become college, career, and life-ready so that they can help serve and thrive as productive citizens of their communities. Furthermore, the school’s organization values the importance of building and sustaining strong and meaningful relationships with all stakeholders while honoring and respecting the cultural differences that help enhance the school’s community.

Mission:

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

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 a "C" by increasing its overall School Performance Grade score by a minimum of 10 points, from 45 to at least 55, by June 2027.

Goal 2: WHMS will meet or exceed expected growth by June 2027 while increasing Grade Level Proficiency (GLP) by a minimum of 10 percentage points at each grade level, as indicated below:

Grade 6: 43.5% → 53.5%
Grade 7: 40.6% → 50.6%
Grade 8: 41.0% → 51.0%

Performance Measure(s)

Performance Indicator: A.4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with students' individual needs across all tiers.		
Data Source: EOG SPG (all subgroup)	Baseline Year: 2022-2023	Baseline: 56%
Target Date: 2023-2024	Target: 62%	Actual: 52%
Target Date: 2024-2025	Target: 58%	Actual: 43
Target Date: 2025-2026	Target: 55%	Actual: 45%
Target Date: 2026-2027	Target: 55%	Actual:

Performance Indicator: 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)		
Data Source: EOG GLP	Baseline Year: 2022-2023	Baseline: 48.2%
Target Date: 2023-2024	Target: 60%	Actual: 44.8%
Target Date: 2024-2025	Target: 60%	Actual: 38.8%
Target Date: 2025-2026	Target: 60%	Actual: 45%
Target Date: 2026-2027	Target: 60%	Actual:

- 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.

Performance Measure(s)

Performance Indicator: 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)		
Data Source: Panorama Well-Being Survey (Domain: Supportive Relationships)	Baseline Year: 2023-2024	Baseline: 50%
Target Date: 2024-2025	Target: 75%	Actual: 79%
Target Date: 2025-2026	Target: 85%	Actual:
Target Date: 2026-2027	Target: 85%	Actual:

- 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.

Performance Measure(s)

Performance Indicator: 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)		
Data Source: EOG Data (all subgroup)	Baseline Year: 2022-2023	Baseline: 56%
Target Date: 2023-2024	Target: 62%	Actual: 52%
Target Date: 2024-2025	Target: 58%	Actual: 43%
Target Date: 2025-2026	Target: 55%	Actual:
Target Date: 2026-2027	Target: 60%	Actual:

- 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.

Performance Measure(s)

Performance Indicator: D2.08 All teachers receive initial and ongoing training and support in the effective use of blended learning methods. (5312)		
Data Source: Professional Development Attendance Rates (Blended Learning 101: The Hoke County Way)	Baseline Year: 2022-2023	Baseline: 100%
Target Date: 2023-2024	Target: 100%	Actual: 100%
Target Date: 2024-2025	Target: 100%	Actual: 100%
Target Date: 2025-2026	Target: 100%	Actual:
Target Date: 2026-2027	Target: 100%	Actual:

- 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.

Performance Measure(s)

Performance Indicator: Performance Indicator: E. 2.01Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations. (5188)		
Data Source: Parent Attendance Rate: School Improvement Meetings	Baseline Year: 2022-2023	Baseline: 90%
Target Date: 2023-2024	Target: 100%	Actual: 90%
Target Date: 2024-2025	Target: 100%	Actual: 90%
Target Date: 2025-2026	Target: 100%	Actual:
Target Date: 2026-2027	Target: 100%	Actual:

Performance Indicator: Performance Indicator: E2.02 The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website. (5189)		
Data Source: Parent and Family Engagement Summary Report	Baseline Year: 2022-2023	Baseline: 85%
Target Date: 2023-2024	Target: 100%	Actual: 80%
Target Date: 2024-2025	Target: 100%	Actual: 90%
Target Date: 2025-2026	Target: 100%	Actual:
Target Date: 2026-2027	Target: 100	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

According to the Southern Regional Education Board (SREB), the Leadership Group for the Carolinas (LGC) and the North Carolina Teacher Working Condition's Survey (NCTWC) reports, West Hoke Middle has experienced fluctuating gains in state-administered tests over the last 5 years increasing the average standard score from 20.03% in 2013 to 39.14 % in 2016. These reports are consistent in reporting that WHMS has had some success in increasing scores in reading and math, but are struggling with the proficiency of students with disabilities and EL students achievement in math. Recommendations and feedback from these groups agree that teachers at WHMS should improve instructional strategies to challenge students with the use of productive struggle to improve the independence of learners as well as incorporating scaffolding instruction for those students in need. Indeed, recent reports have noted that WHMS grows students. The staff at WHMS is seeking ways to be more systemic in powerful literacy and mathematical practices which will support student achievement across the content areas. Our needs include finding ways to increase the growth of our exceptional children and closing the gaps between our subgroups. Pockets of success are evident in 6th-grade reading and math and 8th-grade science. Our areas of weakness are evidenced in 7th-grade math as well as with little to no gains in 7th-grade reading, 8th-grade math and reading. WHMS has had strong retention of teachers with only a 9% turnover rate for 2015-2017 school years. However, the 2018 school year proved to be a challenge in that our teacher turnover rate increased from 10% to over 20%. The increases are in response to multiple teachers pursuing administrative positions as well as pursuing higher degrees in graduate studies. WHMS' administration will be in the classrooms to give feedback to ensure we are creating systemic procedures to help meet the needs of all students through curriculum alignment and blended learning. Our staff members are genuinely happy with the culture and environment of our school. Based on NCTWCS, teachers believe our school is a great place to work. Our approach is strategic and intentional to ensure all students are globally competitive.

Multi-Trend Data

Student Outcome Data:

In the 2015 -2016 school year, our EVAAS growth status was met. We had an SPG Index of 1.45, an SPG Grade of a C and an SPG Score of 56. The Reading Growth Status and the Math Growth Status were met. However, 2016-2017 school year, and 2017-2018 school year our EVAAS growth status was not met. The school's performance grade is a D. The Growth proficiency for 2017-2018 is substantial, with the growth status being 82.7%. However, our achievement was 52%, with reading at 48.5 % and math at 47.0 %. In 6th grade, proficiency is 58.1% in math and 41.9% in reading. In 7th grade, proficiency in math is 37.9% and reading is 45%. In 8th grade Math I proficiency is 41.1 and in reading it is 41.7%. 8th-grade science proficiency is 75% which is a decline from 81% in the 2016-2017 school year. The three-year trend data of EVAAS shows that all of our subgroups are meeting growth except multi-racial and we failed to meet growth in math and therefore overall, we did not meet growth.

Our 2017-2018 School Performance grade in all subgroups indicate we are a D school, but most notably is our Students With Disabilities (SWD) subgroup. This particular subgroup has failed to meet growth for consecutive years. For this reason, WHMS is considered to be a TSI school with additional support for students with disabilities. Our Exceptional Children's subgroup shows much growth in both reading and math, but the average as compared to the other subgroups such as our Caucasian students is well below the others. West Hoke Middle's exceptional children's population is one of the largest in our district. We have seen a significant amount of growth in our Hispanic subgroup with the proficiency score of 53.2%. We are still having difficulty with our African American and American Indian students' GLP as compared to Caucasian students GLP. In all subjects African American students scored 46.1% which is up from 42.9 %, American Indian students scored 44% which is up from 37.2%, and our Hispanic students scored 53.2% which is up from 50.2%. Our Caucasian students scored 66.7% which is up from 64.7%. Our males and females GLP is 51% and our male GLP is 49.7%.

In 2018-2019, our EVAAS growth status was met. We have shown growth in the areas of 6th, 7th, and 8th grade Reading and Math. Our 8th grade Math scores reflect a significant drop in proficiency. The growth proficiency for 2018-2019 is 53.4% with the "exceeded" growth status in Reading and "not met" growth status in math. However, our school-wide proficiency score in reading is 50.7% and for math, it was 47.7%. In 6th grade, the proficiency is 54.9% in math and 48.1% in reading. In 7th grade, the proficiency in math is 53.5% and 56.2% in reading. In 8th grade, Math 1 proficiency is 34.8% in reading 47.8% and 8th grade Science, proficiency is 78.3% which is an increase from 75% in the 2017-2018 school year. Our current school performance grade is "C".

West Hoke Middle School's exceptional children's population remains one of the largest in the school district. We still face challenges with regard to our African American and American Indian students in comparison to our Caucasian students. In all subjects, African American students scored 45.3% which was a drop from the previous year of 46.1%. American Indian students scored 52.4% which was an increase from 44%, and our Hispanic students scored 54.3% which was an increase from 53.2%. Our Caucasian students scored 68.5% which is an increase from 66.7%. Our female GLP is 54.6% which is an increase from 51% and our male GLP is 52.2% which is an increase from 49.7%.

Data

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

WHMS has implemented the 12 Key Indicators from the 2018-2019 school year. We have fully implemented several of the 12 Key indicators. It is noted that the 2018-2019 school year has created new indicators that we will place in our plan for this school year. We have found that working cohesively to meet full implementation is very difficult, but maintaining the fully implemented status is just as difficult, if not harder. Our school leadership team has found that the conversations resulting in monitoring and meeting the objectives for our school has ultimately changed the way we do business. We have held more directed conversations about data than ever before. Our progress is steady.

During the 2019-2020 school year, the WHMS leadership team will work diligently to continuously implement the 12 Key Indicators. We will meet biweekly and discuss various components of the 12 Indicators, to ensure the implementation of each indicator is complete. Collectively, we will monitor, assess objectives and make data-driven decisions with regard to improving instructional practices; social-emotional intelligence of staff and students.

Based on information from the academic years of 2022 to the current year, the WHMS leadership team will continue to implement and strategically monitor the 12 key indicators within our School Improvement Plan. We will monitor through continuous use of data-driven instructional strategies, individualized intervention, teacher support, and collaboration by way of Professional Learning Communities.

Selected Indicators:

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)
A2.02	Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)
B1.01	The LEA has an LEA Support & Improvement Team.(5135)
B2.05	The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(5145)

Practice 1B: Monitor short-and long-term goals	
B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)
D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)
Practice 2A: Recruit, develop, retain, and sustain talent	
C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)
Practice 2B: Target professional learning opportunities	
C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)
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)
C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)
Practice 3A: Diagnose and respond to student learning needs	
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)
A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)
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)
A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)
A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)
A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)
A2.07	ALL teachers include vocabulary development as learning objectives.(5097)
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)
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)
Practice 3C: Remove barriers and provide opportunities	
A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)
Practice 4A: Build a strong community intensely focused on student learning	
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)

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)
E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)