

**Hoke County Schools  
2016 - 2018 School Improvement Plan**



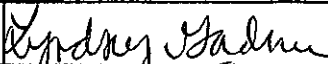
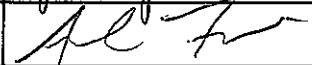
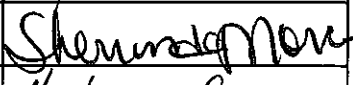


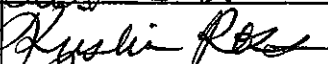



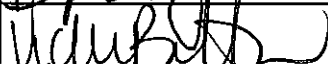
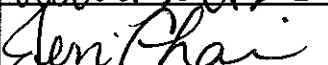
School Name: West Hoke Elementary School

Date Approved by School: **Monday, September 19, 2016**

Date Approved by Board of Education:

Principal's Signature:

School Improvement Team Members:

Name	Committee Position	Signature
Alfred Jean Hammond	Principal	
Demarious McNeill	Assistant Principal	
Lyndsey Gardner	Chair	
Amanda Flor	5 <sup>th</sup> Grade	
Sherronda Morrissey	4 <sup>th</sup> Grade	
Margarita Johnston	3 <sup>rd</sup> Grade	
Pamela Smith	2 <sup>nd</sup> Grade	
Kristin Ross	1 <sup>st</sup> Grade	
Jennifer Kaylor	Kindergarten	
Yolanda Wells	PreK	
Bryant McGregor	Teacher Assistant	
Vicki Britton	Support Staff	
Office Staff	Melissa Chavis	
Kimberly Sutton	Parent	
Monica Wyatt	Parent	
Michael Johnson	Parent	

**Hoke County Schools**  
**2016 - 2018 School Improvement Plan**

School Name: West Hoke Elementary School

Date Approved by School: 9-19-16

Date Approved by Board of Education:

Principal's Signature:

*Alfred Hammond*

School Improvement Team Members:

Name	Committee Position	Signature
Alfred Jean Hammond	Principal	<i>Alfred Hammond</i>
Demarious McNeill	Assistant Principal	<i>Demarious McNeill</i>
Lyndsey Gardner	Chair	<i>Lyndsey Gardner</i>
Amanda Flor	5 <sup>th</sup> Grade	<i>Amanda Flor</i>
Sherronda Morrissey	4 <sup>th</sup> Grade	<i>Sherronda Morrissey</i>
Margarita Johnston	3 <sup>rd</sup> Grade	<i>Margarita Johnston</i>
Pamela Smith	2 <sup>nd</sup> Grade	<i>Pamela Smith</i>
Kristin Ross	1 <sup>st</sup> Grade	<i>Kristin Ross</i>
Jennifer Kaylor	Kindergarten	<i>Jennifer Kaylor</i>
Yolanda Wells	PreK	<i>Yolanda Wells</i>
Bryant McGregor	Teacher Assistant	<i>Bryant McGregor</i>
Vicki Britton	Support Staff	<i>Vicki Britton</i>
Office Staff	Melissa Chavis	
Kimberly Sutton	Parent	
Monica Wyatt	Parent	<i>Monica Wyatt</i>
Michael Johnson	Parent	

## **I. Direction**

**School's Vision:** West Hoke Elementary School is a globally competitive learning organization that provides essential tools for ALL students to succeed academically through rigorous and relevant instruction that prepares them for life in the 21st century.

**Date Established:** July 2016

**School's Mission:** The mission of West Hoke Elementary School is to educate the whole child within a positive nurturing environment through high expectations and quality instruction for academic excellence.

**Date Established:** July 2016

## **II. Data Driven Decision Making**

Prior to completing the School Improvement Plan, a thorough assessment must be completed utilizing the Comprehensive Needs Assessment (CNA) provided by NCDPI. The CNA and SIP are essential components of the planning process; thus, both are due at the same time.

### **1. What data was reviewed and used to generate and prioritize the needs of the school improvement plan?**

- 2014-2015 End of Grade Data
- 2015-2016 End of Grade Data
- 3<sup>rd</sup> Grade RTA Results
- 2016 – 2017 Comprehensive Needs Assessment
- 2015-2016 Teacher Working Conditions Survey Results
- Quality Assurance Review Summary Report
- EVAAS Data
- AMO Data
- K-3 Reading 3D
- FFWD/Reading Assistant Data
- Title I Parent Surveys
- Student Surveys
- Discipline Data
- Access for ELLs
- NC Report Card
- 4<sup>th</sup> Grade Science MSL

### **2. What does the analysis tell you about your school's strengths?**

- 2014-2015 Attendance Rate >95
- 2015-2016 Attendance Rate >95
- 2015-2016 Exceeded Growth – 3.58
- 2014-2015 Met Growth – 1.37
- Met 100% of targets

- Met 4 of 4 Reading targets
- Met 4 of 4 Math targets
- Met 3 of 3 Science targets
- Move from a D school to a C school.
- Performance Composite increased from 36.2 to 47.3.
- 90% of all students enjoy coming to school.
- 95% of students know what to do in an emergency situation
- Over 70% of 4<sup>th</sup> grade students (now 5<sup>th</sup> graders) were proficient on the Science MSL for the 2015-2016 school year.

**3. What does the data tell you about your learning gaps or opportunities for improvement?**

- Literacy continues to be a struggle school wide. The 2015-2016 EOG shows that 51% of all students are not proficient in Reading.
- Only 22.22% of Black 3<sup>rd</sup> graders (now 4<sup>th</sup> graders) were proficient in Reading during the 2015-2016 school year.
- Letter D (49) grade in Reading for the 2015-2016 school year.
- Only 16.7% of all 3<sup>rd</sup> graders scored a 4 or 5 on the 2015-2016 EOG
- Only 20% of all LEP students were proficient on the 2015-2016 EOG.
- Only 26.3% of SWD students were proficient on the 2015-2016 EOG.
- Only 28.2% of EDS students were proficient on the 2015-2016 EOG.
- >95% of AIG students scored a 4 or 5 in a one or more subject on the 2015-2016 EOG.
- 2015-2016 Data shows that 52.7% of all students are scoring at a level 1 or level 2.
- TWC survey shows that only 45.2% of students in the school feel as if they are included in decision making within the school.
- TWC survey shows that only 54.4% of teachers feel comfortable raising concerns and issues that are important to them.

Subgroup Targets		2014 – 2015 Grade Level Proficiency Baseline	2014 – 2015 College and Career Ready Baseline	2015– 2016 Grade Level Proficiency Performance	2015– 2016 College and Career Ready Performance	2018– 2019 Target Goal
Total					36.3	
2015	2016	36.2	24.4	47.3		
		Reading	33.6	24.0	40.4	29.9
		Math	34.1	24.0	47.4	38.6
		Science	50.0	26.8	66.7	56.7
Amin. Ind.						
2015	2016					
		Reading	46.2	23.1	38.5	23.1
		Math	46.2	30.8	46.2	46.2
		Science				
Asian						
2015	2016					
		Reading				
		Math				
		Science				
Black						
2015	2016					
		Reading	27.3	19.3	34.9	20.5
		Math	27.3	17.0	41.0	32.5
		Science	40.0	20.0	58.8	50.0
Hispanic						
2015	2016					
		Reading	33.3	23.8	50.0	38.5
		Math	38.1	33.3	61.5	46.2
		Science				
2 or More						
2015	2016					
		Reading	43.8	37.5	42.9	28.6
		Math	43.8	31.3	42.9	35.7
White						
2015	2015					
		Reading	41.4	31.0	45.7	34.3
		Math	41.4	31.0	54.3	45.7
		Science	80.0	40.00	66.7	50.0
EDS						
2015	2016					

		Reading	22.2	14.4	28.2	16.5	
		Math	26.7	15.6	38.8	27.2	
		Science	51.6	22.6	54.5	48.5	
LEP							
2015	2016						
		Reading	<5	<5			
		Math	16.7	16.7			
		Science	<5	<5			
SWD							
2015	2016						
		Reading	20.8	12.5	28.0	20.0	
		Math	20.8	16.7	28.0	16.0	
		Science	25.0	25.0			

### Subgroup Performance

### III. Priorities

**Priority #1:** Every student will graduate from high school prepared for work, higher education and citizenship.

<p><b>Goal 1: WHES will increase the overall performance composite from 47.3 to 60.0 by increasing the percentage of students who demonstrate college and career readiness (level 4 and 5) on EOG from 36.3 to 50.0.</b></p>
<p><b>Strategy: Provide a differentiated learning environment for all students to meet their academic needs according to their instructional level to ensure that students are growing at a higher level to increase proficiency and promote being College and Career Ready.</b></p>
<p><b>Action Steps:</b></p>
<p>Provide PD for teachers on small group instruction and differentiation.</p>
<p>Identify AIG students and students that are on the AIG track to ensure that they are being provided rigorous instruction that will promote critical thinking.</p>
<p>Provide PD for all teachers to ensure that they have a clear understanding of performance levels related to EOG.</p>
<p>Provide PD for teachers (PK-5) to ensure that they have a clear understanding of performance levels related to EOG and the instructional breakdown of how standards are weighted for testing.</p>
<p>Organize data days for teachers to dissect student data and plan for leveled intervention groups.</p>
<p>Increase vertical planning amongst grade levels to ensure that all teachers are aware of curricular expectations at the next level.</p>
<p>Develop a school wide College and Career Ready plan led by the guidance counselor.</p>
<p>Organize three CCR Field trips for students in grades 3-5 in which they are exposed to a College Environment.</p>
<p>Guidance counselor will schedule meetings with all 5<sup>th</sup> graders to provide them with academic information for Middle School and discuss their academic standing for Elementary.</p>
<p>Organize a College and Career Ready Fair for all students in which they will gain information on college and careers.</p>
<p>Weekly check of lesson plans to ensure that instruction is rigorous and relevant.</p>
<p>Provide PD information for ALL teachers on effective Co-teaching and the roles of each teacher.</p>
<p>Promote College and Career Readiness each Wednesday by having students and staff wear shirts to represent their desired college or career.</p>
<p>Identify ALL students that scored a level 3 during the 2015-2016 school year and keep track of</p>

their performance to ensure that they score at a higher level for the 2016-2017 school year.

Use Classworks data to analyze student performance and plan for intervention.

**Progress:** Partially Implemented

**Evidence (Identify documents and artifacts):** College and Career Ready Plan, Scheduled Field trips to promote CCR, Lesson plans, PLC Agendas and Minutes, Common Assessments, Data, Intervention plans, Small group plans, PD rosters, MDC FALs and Tasks, District classroom walkthroughs, Weekly Walkthroughs, Master Schedule, LDC modules, Flexible small group plans that will change according to student needs

**Person(s) Responsible:** Principal, Assistant Principal, Academic Coach, District Curriculum and Instruction department, Guidance Counselor, CCR County team, Beginning Teacher Coordinator, Federal Programs Direction, and Faculty and Staff

**Timeline:** August 2016 – June 2017

How does this goal align with/address the following:

Strategic Plan 2016 - 2021:

Targeted Subgroups: All, Black, Hispanic, EDS, SWD, All students that scored below a level 3

Title I School-wide Project:

Schoolwide reform strategies:
Instruction by highly qualified teachers:
Highly-quality and ongoing professional development:
Strategies to retain highly-qualified teachers to high-needs schools:
Strategies to increase parental involvement:
Plans for assisting preschool students in the successful transition from early children programs to local elementary schoolwide programs:
Measure to include teachers in decisions regarding the use of academic assessments:
Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:
Coordination and integration of Federal, State, and local services and programs:



**Priority #2:** Every student will have a personalized education.

<p><b>Goal 1: All students will excel in a rigorous and relevant core curriculum designed to provide essential skills such as critical thinking, problem solving, communication, and collaboration to improve the grade level proficiency in Reading, Math, and Science</b></p> <ul style="list-style-type: none"> <li>- 55.0% of all grade three students will be proficient in Reading by June 2017.</li> <li>- 55.0% of all grade four students will be proficient in Reading by June 2017.</li> <li>- 55.0% of all grade five students will be proficient in Reading by June 2017.</li> <li>- 60.0% of all grade three students will be proficient in Math by June 2017.</li> <li>- 65.0% of all grade four students will be proficient in Math by June 2017.</li> <li>- 55.0% of all grade five students will be proficient in Math by June 2017.</li> <li>- 75.0% of all grade five students will be proficient in Science by June 2017.</li> <li>- 60% of K-2 students will be at a proficient level after mClass EOY testing.</li> </ul>
<p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>• Provide curriculum support to help all teachers understand the breakdown of standards to ensure that every student excels in rigorous coursework in Reading, Math, and Science.</li> <li>• Identify at risk students K-3 using Reading 3-D data, formative assessments, and district assessments.</li> </ul>
<p><b>Action Steps:</b></p>
<p>Provide continuous professional development on the breakdown of standards by grade level to ensure that instruction is rigorous,</p>
<p>Incorporate the Literacy and Math Frameworks to ensure that students are provided with a balanced curriculum.</p>
<p>Utilize PLCs to analyze data, identify student needs, and implement best practices for working with diverse students.</p>
<p>Develop rigorous common formative assessments using Schoolnet.</p>
<p>Provide time in the daily schedule for school-wide intervention block to address students' reading and math needs.</p>
<p>Monthly vertical meetings to address the gap and misconceptions in content areas.</p>
<p>Incorporate focus boards which displays essential questions/ I can statements.</p>
<p>Strategically select students to participate in FFWD and Reading Assistant to increase reading fluency and comprehension.</p>
<p>Incorporate Classworks for students to increase math skills and reading comprehension.</p>
<p>Continue to provide professional development on the Literacy Design Collaborative (LDC) and</p>

Mathematics Design Collaborative (MDC).
Monitor the implementation of LDC modules and MDC tasks and FALs.
Review and provide weekly feedback on lesson plans.
Incorporate data days to disaggregate benchmark data to address subgroup performance and progress towards mastery of standards to improve instruction and intervention.
Provide Jumpstart tutoring and After school tutoring for students to assist at-risk students (in all subgroups) in grades 1-5.
Increase student time and text and close reading strategies by use of small group instruction.
Increase the use of non-fiction text within all content areas.
Increase the use of MyOn and IReady online resources to promote reading comprehension for students K-5.
Provide PD for all staff on the MTSS framework
Use the MTSS framework to identify and provide interventions for at risk students based on individual student needs.
Incorporate Read and Feed where parents come in monthly to read to students and ask questions.
<b>Progress:</b> Partially Implemented
<b>Evidence (Identify documents and artifacts):</b> Lesson plans, PLC Agendas and Minutes, Common Assessments, Data, Intervention plans, Small group plans, PD rosters, MDC FALs and Tasks, District classroom walkthroughs, Weekly Walkthroughs, Master Schedule, LDC modules
<b>Person(s) Responsible:</b> Principal, Assistant Principal, Academic Coach, District Curriculum and Instruction department, Beginning Teacher Coordinator, Federal Programs Direction, and Faculty and Staff
<b>Timeline:</b> August 2016 – June 2017

How does this goal align with/address the following:

Strategic Plan 2016 - 2021:

Targeted Subgroups: All, Black, Hispanic, SWD

Title I Schoolwide Project:

Schoolwide reform strategies:
Instruction by highly qualified teachers:
Highly-quality and ongoing professional development:
Strategies to retain highly-qualified teachers to high-needs schools:

Strategies to increase parental involvement:
Plans for assisting preschool students in the successful transition from early children programs to local elementary schoolwide programs:
Measure to include teachers in decisions regarding the use of academic assessments:
Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:
Coordination and integration of Federal, State, and local services and programs:

**Priority #3:** Every student, every day will have excellent educators.

<b>Goal 1: WHES will increase the percentage of teachers who exceed student academic growth by ensuring that 100% of all professional development is aligned to standards, assessments, data use, and instructional improvement initiatives.</b>
<b>Strategy: Promote targeted and data-driven professional development opportunities that are aligned to the school's curriculum and instructional needs based on the comprehensive needs assessment, benchmark data, and the 2015-2016 End-of-Grade data.</b>
<b>Action Steps:</b>
Provide choice PD for teachers during all faculty meetings.
Follow up with teachers after each PD session to ensure that a connection was made and strategies are used to increase student achievement.
Monitor lesson plans to ensure that evidence of PD is documented in lessons plans.
Provide PD for teachers on working with ESL, AIG, and EC students to increase student achievement amongst subgroups.
Promote teacher leadership by providing opportunities for teachers to lead PD.
Promote teacher leadership by ensuring that leadership is dispersed amongst staff to target strengths of all individuals.
Continue daily walkthroughs and feedback provided to teachers.
Organize peer observations to provide the opportunity for teachers to receive feedback from their peers.
Promote collaboration amongst teachers and increase vertical planning opportunities
Protect teacher planning and scheduled PLCs.

Use DTIFs to provide training on how to use technology devices effectively.
Provide additional support for BT teachers- Google classroom for BTs.
Assigned all BTs buddies that they connect with throughout the school.
Mentor will schedule monthly BT meetings and follow up with all BTs throughout the school year.
Build collaboration with resource teachers and classroom teachers to ensure that Literacy is evident school wide.
Provide meaningful feedback for teachers after MDC visits, QAR visits, and during LDC visits.
Provide training for teachers to promote the use of technology in ALL classrooms.
Monthly leadership meetings with the Principal, Assistant Principal, and Academic Coach to discuss teacher needs and opportunities for PD.
School wide professional development plan that will be submitted to C&I which outlines PD opportunities throughout the school year.
Provide PD for all teachers on MTSS.
Provide PD for Kindergarten teachers on KEA.
<b>Progress: Partially Implemented</b>
<b>Evidence</b> (Identify documents and artifacts): Professional development plan, PD rosters, Increase in the number of CEUs provided to teachers, Increase in teacher retention rate, Lesson plans, PLC Agendas and Minutes, Common Assessments, Data, Intervention plans, Small group plans, PD rosters, MDC FALs and Tasks, District classroom walkthroughs, Weekly Walkthroughs, Master Schedule, LDC modules
<b>Person(s) Responsible:</b> Principal, Assistant Principal, Academic Coach, District Curriculum and Instruction department, Beginning Teacher Coordinator, Federal Programs Direction, and Faculty and Staff
<b>Timeline: August 2016 – June 2017</b>

How does this goal align with/address the following:

Strategic Plan 2016 - 2021:

Targeted Subgroups: All, Black, Black males, Hispanic, EDS, SWD

Title I School-wide Project:

Schoolwide reform strategies:
Instruction by highly qualified teachers:

Highly-quality and ongoing professional development:
Strategies to retain highly-qualified teachers to high-needs schools:
Strategies to increase parental involvement:
Plans for assisting preschool students in the successful transition from early children programs to local elementary schoolwide programs: Parents actively participate in workshops to assist with understanding of curriculum and expectations. This is done with home visits, staggered entry, and curriculum nights throughout the year.
Measure to include teachers in decisions regarding the use of academic assessments:
Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:
Coordination and integration of Federal, State, and local services and programs:

**Priority #4:** Every school will have up-to-date technology systems to serve its students, parents, and educators.

<b>Goal 1: 100% of staff and students will demonstrate understanding of high quality, personalized, interactive digital learning resources to increase effective use of technology and student achievement.</b>
<b>Strategy: Provide continuous PD for teachers on instructional technology and to effectively incorporate technology into the classroom.</b>
<b>Action Steps:</b>
Provide PD for teachers on instructional technology resources and digital technology.
Provide follow up sessions with teachers to ensure that technology resources are being used effectively during instruction.
Provide PD on Classworks and how to use the data to increase student achievement.
Provide PD on IReady for Reading and Math teachers in grades 3-5.
Provide PD on how to effectively use Myon as a resource to increase student achievement.
Monitor use of all technology resources to ensure that teachers are incorporating resources during instruction.
Provide feedback on the use of technology on walkthrough form to ensure that technology is addressed during all walkthroughs and observations.
Provide PD for teachers, students, and parents on the new 1:1 initiative and digital citizenship.

Utilize Schoolnet for Common Assessments.
Provide technology choice PD during all faculty meetings
Maintain staff PD rosters to provide CEUs to teachers and show attendance.
Promote technology integration to actively engage students.
Assess for interactive technology in all classes school wide.
Utilize DTIFs and online request system to provide support for teachers to increase the use of effective technology.
Provide continuous feedback for staff and students on Google and all components and how it can be used to enhance instruction (Google Classroom).
Integrate STEM into other content areas to enhance digital learning.
<b>Progress: Partially Implemented</b>
<b>Evidence (Identify documents and artifacts):</b> Professional development plan, PD rosters, Increase in the number of CEUs provided to teachers, Increase in teacher retention rate, Lesson plans, PLC Agendas and Minutes, Common Assessments, Data, Intervention plans, Small group plans, PD rosters, District classroom walkthroughs, Weekly Walkthroughs, Master Schedule, LD
<b>Person(s) Responsible:</b> Principal, Assistant Principal, Academic Coach, District Curriculum and Instruction department, DTIFs, Federal Programs Direction, and Faculty and Staff
<b>Timeline: August 2016 – June 2017</b>

How does this goal align with/address the following:

Strategic Plan 2016 - 2021:

Targeted Subgroups: All, EDS, SWD, Black, Black Males, Hispanic

Title I School-wide Project:

Schoolwide reform strategies:
Instruction by highly qualified teachers:
Highly-quality and ongoing professional development:
Strategies to retain highly-qualified teachers to high-needs schools:
Strategies to increase parental involvement:
Plans for assisting preschool students in the successful transition from early children programs to local elementary schoolwide programs:

Measure to include teachers in decisions regarding the use of academic assessments: Staff will maintain rigorous common formative assessments to meet the needs of diverse learners.

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:

Coordination and integration of Federal, State, and local services and programs:

**Priority #5:** Every student will be healthy, safe, and responsible

**Goal 1: Provide a safe and orderly school environment for teaching and learning to increase student achievement promote a positive inviting school culture.**

**Strategy: Develop a positive culture to increase positive relationships amongst students, parents, and staff.**

**Action Steps:**

Increase and monitor effective use of PBIS.

Teach and monitor PBIS expectations for students and staff.

Implement PBIS student of the week and PBIS incentives each month.

Implement Dolphin Staff member of the month (Certified and Classified).

Use Class Dojo school wide to promote and keep track of PBIS

Parent information session about Class Dojo.

All teachers will use Class Dojo as a form of communication with parents.

Display and discuss discipline, tardy, and attendance data at all faculty meetings.

Create and maintain an active PTA Organization to increase community involvement.

Continue with the implementation of Distinguished Dolphins mentoring group for young men.

Guidance counselor and social worker will visit all classes to provide a bullying lesson.

Crisis Team will meet each month to discuss the needs of the school and improvements needed.

Safety procedures provided to teachers and practice drills will occur throughout the school year.

Provide healthy and nutritious meals for all students.

Increase the number of students participating in breakfast.

Implement Peer Mediators and Safety patrol program for students.
Positive communication amongst parents (School messenger, weekly phone calls, School webpage, teacher webpages, letters)
Incorporate a positive environment in which students are challenged to reach their full potential.
Monthly Celebration for staff members.
Reestablish mentoring group for girls.
Identify and provide students with a healthy weekend meal.
Greet students as they enter the building/classes each morning.
Develop a tardy plan to address student tardies.
Administration and Support staff meetings with parents to address attendance and tardies.
Provide PD on MTSS to show how it's connected to PBIS.
<b>Progress: Partially Implemented</b>
<b>Evidence (Identify documents and artifacts)</b> Safe Schools Plan, Crisis Team, Crisis kits, PD meeting rosters which addresses emergency situations, tardy plan, Professional development plan, PD rosters, Increase in the number of CEUs provided to teachers, Increase in teacher retention rate, Lesson plans, PLC Agendas and Minutes, Decrease in discipline referrals, Increase in parent communication and involvement, volunteer roster.
<b>Person(s) Responsible:</b> Faculty and Staff of West Hoke Elementary, Crisis Team, Community Members
<b>Timeline: August 2016 – June 2017</b>

How does this goal align with/address the following:

Strategic Plan 2016 - 2021:

Targeted Subgroups: All, EDS, SWD, Black, Black males, Hispanic

Title I School-wide Project:

Schoolwide reform strategies:
Instruction by highly qualified teachers:
Highly-quality and ongoing professional development:
Strategies to retain highly-qualified teachers to high-needs schools:
Strategies to increase parental involvement:



Plans for assisting preschool students in the successful transition from early children programs to local elementary schoolwide programs:
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Measure to include teachers in decisions regarding the use of academic assessments:
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Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:
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Coordination and integration of Federal, State, and local services and programs:
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How does this goal align with/address the following:

Strategic Plan 2016 - 2021:

Targeted Subgroups: All, EDS, SWD, Black, Black Males, Hispanic

Title I School-wide Project:

#### **IV. Monitoring**

1st Nine-Weeks...Date Reviewed:

Results of Monitoring:

Changes due to Results:

2nd Nine-Weeks...Date Reviewed:

Results of Monitoring:

Changes due to Results:

3rd Nine-Weeks...Date Reviewed:

Results of Monitoring:

Changes due to Results: