

## Comprehensive Progress Report

**Mission:** Pasquotank Elementary School seeks to be an exemplary learning community school. We build the foundation of this community through meaningful relationships, relevant and engaging learning and effective communication. We challenge ourselves to be better than we think we can be and advocate for the greater good of our diversified community. Our victory in this mission will build lifelong, confident learners who have the tools necessary for success in a changing world.

**Vision:**

**Goals:**

Alter the text and click the update link on the left  
Each student will make learning their first priority.



! = Past Due Actions

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		PBIS- (Positive Behavior Intervention and Support) Our school has created a school-wide approach to implement a PBIS student behavior program that promotes positive, constructive and consistent protocols for monitoring student behavior. A MTSS (multi-tiered systems report aka.. Rti/PBIS) team has been created and select members will attend district training and meetings. A school-wide matrix plan has been created and behavior expectation matrices have been placed in the classrooms, hallways, cafeteria, buses and bus loading area, computer lab, bathrooms and multi-purpose room. Teachers set classroom procedures in place the first ten days of school and model, teach, reteach, practice and reinforce them daily. Students are expected to follow the PBIS matrix in all areas of the school. PBIS positive reinforcement tickets have been created and distributed for staff to give students to reward positive behavior they see students consistently display anywhere in the building or on the school grounds .	Limited Development 10/04/2017		
<i>How it will look when fully met:</i>		PES will receive a SET score for the spring of 2018 evaluation of 80% or higher. Since academics and behavior compliment each other as prefaced by MTSS, PES will increase reading, math and science proficiency by reaching a target score of at least 60% for the 2017-18 school year.		Antoinette Reid	04/30/2018
Action(s)	Created Date		0 of 2 (0%)		
1	10/14/17	Students will follow the PBIS matrix in all areas of the building. Teachers will refer students to the matrix before entering the hall, cafeteria, bathrooms and multi-purpose room to remind them of specific behavior expectations. Once expectations have been established, teachers will refer to matrix as needed for a reminder or to have student reflect how they should have behaved. Teachers will hand out tickets to reinforce positive behaviors they see throughout the classroom and school building.		Kevin Sawyer	06/08/2018
<i>Notes:</i>					
2	11/15/17	Analyze multiple student data-points and use them to design instruction that meets the individual needs of students. (MTSS)		Missy Cullens	01/12/2018
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This year, all grade levels are self-contained. They share a common planning time and PLC day. We will continue to implement the Learning-Focused lesson plan framework. All teachers have not mastered this process as we have many new staff members. We are focusing on a few pieces of the lesson at a time until it is fully implemented. Those teachers who were trained last year will now add rigor to their lesson plans. One teacher in grade 3rd & 5th has attended AVID training and will be implementing those strategies. Our school learning focus will be; rigorous teaching, providing students with rubrics and exemplars and writing. We have started to meet with content teachers in Professional Learning Communities once a week. Goal: 100% of teachers will meet weekly in their PLC's and school grade level meetings specifically to increase professional capacity. Connect teachers will integrate "quick writes" into their discipline to improve literacy proficiency.	Limited Development 09/27/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		Each grade level will have standards-aligned units of instruction (integrating all subjects). Teachers will meet consistently at least 2-3 times a week to plan/participate in PLC's/grade level planning .Overall student proficiency in all grade levels will increase (15 percentage points). In grades K-3, mClass, STAR, district benchmarks, SchoolNet, Istation and math district & state assessments can be used to evaluate teaching and learning. In grades 4-5, Star results, SchoolNet, Benchmark Tests, Istation and EOG Scores can be used to evaluate teaching and learning.		Missy Cullens	06/08/2018
Action(s)	Created Date		0 of 2 (0%)		
1	9/27/16	Teachers will attend the weekly PLC meetings to discuss components of the lesson plans and they will also attend the "micro pd" Learning Focused professional development training three times a month. They will also continue with the school focus of writing and reading across the curriculum.		Missy Cullens, Antoinette Reid	01/12/2018
<i>Notes:</i>					

2	10/26/16	Teachers will create learning focused lesson plans for each subject two weeks in advance. These lesson plans will be turned in weekly to the administration team. Teachers will receive feedback on their lesson plans prior to executing the plans.		Antoinette Reid, Nathan Soule, Missy Cullens	01/12/2018
<i>Notes:</i>					
<b>Implementation:</b>			10/04/2017		
<b>Evidence</b>	12/20/2016	Teachers have uploaded lesson plans to the principal and coach weekly. Teachers have unpacking documents. We will continue to use funding to pay for subs and/or stipends for working on unpacking the standards.			
<b>Experience</b>	12/20/2016	Teachers have been meeting in PLC's to unpack standards and make Learning Focused lesson plans.			
<b>Sustainability</b>	12/20/2016	All PLC's and LF lesson planning will continue until the end of the school year.			
	<b>A2.07</b>	<b>ALL teachers include vocabulary development as learning objectives. (5097)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	n		No Development 09/14/2017		
<b>How it will look when fully met:</b>					
<b>Action(s)</b>	<b>Created Date</b>				
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		PES is evolving into a MTSS school. Teachers are using the K-3 Formative assessments, mclass, SchoolNet, Istation to implement the tiered instructional system for small group instruction, acceleration and guided reading. In 3-5, teachers are using the benchmark, NC Check Ins, Istation and SchoolNet assessments for making flex groups in small group and acceleration instruction. All classroom teachers and Instructional Assistants are receiving weekly grade level PD sessions to learn how to differentiate instruction using guided reading, a component of the NC Comprehensive Literacy model .	Limited Development 09/27/2016		
<i>How it will look when fully met:</i>		Through the implementation of MTSS, PES will document changes in behavior and learning as a result of intervention. Integrating the approaches for academics (RTI) and behavior (PBIS) teachers will move smoothly from assessment to intervention following up with progress monitoring.		<b>Antoinette Reid</b>	<b>06/08/2018</b>
Action(s)	Created Date		0 of 2 (0%)		
1	9/27/16	The principal, instructional coach and DPI consultant will provide professional development in guided reading (September 2017-January 2018). The instructional coach will monitor the use of mClass progress monitoring in grades K-3 monthly to ensure teachers are using data to flex students in and out of guided reading groups based on individual needs.		Antoinette Reid, Nathan Soule, Missy Cullens	01/20/2018
<i>Notes:</i>					
4	10/14/17	Data will be used to guide instruction. A schedule will be implemented to deliver instruction based on individual needs of students across all tiers. This "acceleration" block allows for flexible grouping and supports driven by formative assessments, benchmarks, mclass, SchoolNet, and Istation.		Antoinette Reid, Missy Cullens	06/08/2018
<i>Notes:</i>					

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
<b>Initial Assessment:</b>		Pasquotank Elementary School has a full-time counselor that facilitates individual and small group counseling and teaches classroom guidance lessons weekly, to support the social emotional and personal needs of students. Lessons will also be taught on bullying, conflict resolution, self-esteem and a variety of other subjects. A referral process is in place for students, parents and staff. An anti-bullying program has been implemented for students and staff to use. An attendance process is also in place to encourage attendance in order to increase academic achievement.	Limited Development 09/27/2016		
<b>How it will look when fully met:</b>		Teachers and students will know and understand that there is a process and procedures are in place to assist students, who are struggling with challenges that hinder their academic success. As a result, this support will create a more orderly and respectful environment, in which all students can learn and feel safe.		Valerie Caple	06/08/2018
<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>		
3	10/14/17	Teachers will receive instructions regarding the social, personal and emotional supports available to help redirect problem behavior and to increase attendance in order to promote academic success.		Valerie Caple	01/31/2018
<i>Notes:</i>					
4	10/14/17	All students will learn through character education classes, the skills they need to positively impact student learning and promote healthy relationships.		Valerie Caple	01/31/2018
<i>Notes:</i>					

	KEY	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Preparation for transition begins early in the spring. Information is gained and shared about students' current level to provide input into projected school improvement and instructional planning. There will be systems for connecting and integrating programs among grades and levels so that students, families, faculty and staff have a clear understanding of expected outcomes.	Limited Development 10/14/2017		
<i>How it will look when fully met:</i>			Schedules will be created and plans will be developed and communicated.		Antoinette Reid	08/10/2018
<i>Action(s)</i>	<i>Created Date</i>			0 of 2 (0%)		
1	10/14/17	Preschool students visit kindergarten classrooms before entering kindergarten and fifth grade students will attend an orientation at the middle school.			Antoinette Reid	06/08/2018
<i>Notes:</i>						
2	11/16/17	A Classroom Placement Information Guide, parent information form and letter will go home with each student, in late April, explaining how the student profile sheet and other criteria will be used to place their child for the next school year. Teachers will also fill out profile sheets to assist the admin staff in placing the students in the best learning environment. In addition, using a parent information document parents will provide information about their child's strengths and weakness to guide transition and placement for the upcoming school year.			Antoinette Reid	05/31/2018
<i>Notes:</i>						

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>
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!	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The LEA has established a support team comprised of the Assistant Superintendent, Chief Academic Officer, Federal Programs Director, and District Instructional Coaches.	Limited Development 09/27/2016		
<i>How it will look when fully met:</i>			An interconnected system of leadership that will have a profound impact on student learning will be provided.		Steve Lassiter	06/06/2017
<i>Action(s)</i>	<i>Created Date</i>			0 of 3 (0%)		
1	9/27/16	5a. Provide leadership PLC for school level teams.			District Team Member	06/09/2017

<i>Notes:</i>							
2	9/27/16	- Review school plans and provide coaching feedback			District Team	06/09/2017	
<i>Notes:</i>							
3	9/27/16	Meet with Low Performing School Improvement Teams and provide coaching feedback.			District Team	06/09/2017	
<i>Notes:</i>							
<b>!</b>	<b>KEY</b>	<b>B1.03</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)</b>		<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		We are meeting twice a month as a School Improvement Team.			Limited Development 09/27/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9			
<b>How it will look when fully met:</b>		The School Improvement Team will meet twice per month. Information for the Data Team will be included during the School Improvement Team meeting to create and monitor a school-based professional development plan explicitly aligned to meet both teacher and student needs.				<b>Dena Banks</b>	<b>10/31/2017</b>
<b>Action(s)</b>	<b>Created Date</b>				<b>0 of 2 (0%)</b>		
1	9/27/16	SIT subcommittee (e.g. MTSS Committee) will meet once per month to facilitate the academic achievement and healthy social development of children and youth in a safe environment conducive to learning.				Nathan Soule	06/08/2018
<i>Notes:</i>							
2	10/14/17	Minutes will be shared via Indistar and Google to promote collaborative work to prevent the inconsistent and piecemeal use of effective strategies.				Nathan Soule	06/08/2018



Notes:

<b>Implementation:</b>		10/02/2017		
<b>Evidence</b>	10/2/2017  10/25/2016 Minutes and agenda for meetings will be recorded.			
<b>Experience</b>	10/2/2017  10/25/2016 A schedule was set up and sent to SIT members with meetings twice monthly.			
<b>Sustainability</b>	10/2/2017  10/25/2016 To maintain the schedule and meet as planned.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school has a Connect schedule setup to allow teachers to meet in a PLC weekly and have time for collaborative planning.	Limited Development 09/27/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Teachers will meet weekly and discuss data and unpack standards with principal and/or instructional coach. During planning, teachers will learn how to create Learning-Focused lesson plans. These plans will be turned in electronically to the principal, assistant principal, and instructional coach.		Missy Cullens	02/01/2018
Action(s)	Created Date		0 of 2 (0%)		
2	10/14/17	A school wide schedule has been created to allow all grade level and connect teachers to have common planning everyday for 45 minutes. Once weekly, one planning is designated for PLC and another for grade level reflection to analyze data and student work. Norms have been created and established for both days.		Antoinette Reid	02/28/2018
<i>Notes:</i>					
3	12/6/17	Instructional Coach, Principal, District Coaches are responsible for modeling, guidance, answering questions and classroom walkthroughs. Lesson plans are turned in a week ahead of time for Ms.Reid, Mr.Soule and Mrs. Cullens to give feedback before the lesson plan is taught. Teachers will alter lesson plans as needed before teaching the lesson. After a each classroom walkthrough, electronic feedback will be sent immediately. Debriefing time will be provided after each classroom walkthrough.		Antoinette Reid	02/01/2018
<i>Notes:</i>					
<i>Implementation:</i>			10/02/2017		
<i>Evidence</i>	12/20/2016	Teachers have unpacking documents. Teachers have Learning Focused lessons planned from these documents. The instructional coach works with teachers during all the planning days and PLC's.			
<i>Experience</i>	12/20/2016	Teachers have use to half day planning to unpack the grade level standards. Books have been ordered and received.			

<b>Sustainability</b>	12/20/2016 There are more planning days scheduled for teachers to continue to unpack their grade level standards.			
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<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>			
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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
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<b>Initial Assessment:</b>	The school has an intentionally designed master schedule that aligns with instructional needs to promote the effective use of mandated instructional time for math and reading. (Revised 8/25/2017)	Limited Development 10/03/2016		
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<b>How it will look when fully met:</b>	The school has access to a variety of student data that allows for effective utilization when designing individualized instruction.		<b>Antoinette Reid</b>	<b>02/01/2018</b>
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<b>Action(s)</b>	<b>Created Date</b>		<b>0 of 2 (0%)</b>	
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<b>1</b>	10/3/16	The principal, assistant principal and instructional coach will conduct frequent walk throughs using the Learning-Focused online tool to provide teachers with immediate and explicit feedback.		Antoinette Reid	06/10/2018
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*Notes:*

<b>2</b>	10/11/16	The teachers will provide students with varied opportunities to engage in rigorous, high-interest learning activities, increasing their capacity to master college and career readiness standards.		Antoinette Reid	06/09/2018
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Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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>		Teachers will develop/implement and assess tiered lessons based on individual student data aligned to grade level standards. Data will be gathered from all sources and data notebooks will be established by each teacher. Monthly, teachers will update students proficiency data on a grade level data wall. (revised 9/2017)	Limited Development 09/30/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Teachers will meet regularly to analyze data from mClass, Benchmarks, common assessments, Istation and EOG's to make decisions for the SIT and professional development needed for the staff. A Data Wall will be established at the beginning of each school year for staff to analyze and review weekly.		<b>Antoinette Reid</b>	<b>02/01/2018</b>
<i>Action(s)</i>	<i>Created Date</i>		<b>0 of 2 (0%)</b>		
3	10/14/17	K-5 teachers will post and maintain grade level data monthly and adjust as needed according to assessment data.		Missy Cullens	02/01/2018
<i>Notes:</i>					
4	10/14/17	Teachers will use PLCs to analyze data and determine students who are advanced, proficient, below grade level and well below grade level. Teachers will analyzing multiple student data-points and use them to design instruction that meets the individual needs of students.		Antoinette Reid	02/01/2018
<i>Notes:</i>					
<i>Implementation:</i>			10/10/2017		
<i>Evidence</i>		10/10/2017			
<i>Experience</i>		10/10/2017			
<i>Sustainability</i>		10/10/2017			

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
!	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>			The district currently offers a \$1000 interest free loan to all new hires. The district also offered \$1000 sign on bonuses for vacant math positions in the secondary areas (6-12). District representatives attend various recruitment opportunities.	Limited Development 09/30/2016		
<i>How it will look when fully met:</i>			To recruit and retain high quality staff.		Steve Lassiter	06/30/2017
Action(s)	Created Date			0 of 1 (0%)		
1	9/30/16		Move toward offering conditional contracts for hard to fill positions, such as, math, EC, and science.		Steve Lassiter	06/30/2017
<i>Notes:</i>						

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers will have conferences with parents throughout the year to discuss academic and behavioral expectations. There will be frequent communication (newsletter, School Connect calls, marquee, teacher emails, teacher/school webpages, Facebook and teacher phone calls). At least 3 Title I parent nights will be planned throughout the school year.	Limited Development 10/03/2016		
<i>How it will look when fully met:</i>			Numerous methods of communication exist, parents will report via surveys that information is conveyed in a timely and effective manner.		Nathan Soule	06/08/2018
Action(s)	Created Date			0 of 2 (0%)		
3	10/14/17		PES will host at least three Title I parent night events during the academic year. Concurrently, students will demonstrate booktalks, Reader's Theater and Book Recommendations during AVID family workshops utilizing AVID strategies taught and learned.		Maryann Everett	06/08/2018
<i>Notes:</i>						
4	11/16/17		PES will communicate AVID strategies to parents during AVID family workshops.		Maryann Everett	02/28/2018

Notes: