

## Comprehensive Progress Report

**Mission:** Soaring to achievement together through the lens of creative arts.

**Vision:** Sheep-Harney Elementary School of Creative Arts is a family that puts students first by creating a positive, safe and engaging learning environment. Through a positive culture of high expectations, school-wide integration, and collaboration with the broader community, students are empowered through the arts to become innovative thinkers and 21st Century learners.

**Goals:**

District Goal #1: The beliefs and vision that provide direction for the school district will be clearly communicated to all stakeholders.

District Goal #2: Elizabeth City - Pasquotank Public Schools will build a leadership environment that builds relationships in such a way that all district activity is centered on supporting schools in providing students with engaging and challenging work; adopt and train staff to use a decision-making model that ensures all district, school-level and classroom decisions are in line with the district vision and mission; and construct and establish a stable structure of leadership that promotes a culture of continuous improvement and innovation.

District Goal #3: The mission of Elizabeth City - Pasquotank Public Schools is to educate all students by creating experiences that produce lifelong learners which is achieved by: using appropriate instructional strategies to teach the Common Core and Essential Skills Standards through meaningful learning experiences that engage all students; assessing learning of all students to promote growth of knowledge; and having structures in place to ensure that family and community are engaged in their students' education in meaningful ways.

District Goal #4: Understanding the need to collaborate and ensure that each child has the resources and support needed, the Elizabeth City - Pasquotank Public Schools system will provide ongoing support for students and staff, and foster continued innovation and flexibility through continuous training and investment in appropriate resources.

District Goal #5: Realizing the need to provide challenging experiences that result in student learning at high levels, Elizabeth City - Pasquotank Public Schools uses data to build the capacity for change and to provide a rigorous curriculum. Shared leadership among stakeholders ensures satisfaction of the level and type of learning students are experiencing, Elizabeth City - Pasquotank Public Schools collects a variety of data related to student learning, instructional effectiveness and educator effectiveness and uses the results for continuous improvement.



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>		Overall school proficiency for Reading is 55% which indicates teachers do not know the effectively know the standards well enough to teach effectively and maximize overall student performance.	Limited Development 10/11/2016		
<i>How it will look when fully met:</i>		Overall grade level proficiency will increase by at least 6 percentage points from 67% in 2017-2018 to 70% in 2018-2019. Student growth index data will continue the positive trend of growth by at least 2.00. This goal will continue for the 2018-2019 school year.	<b>Objective Met 12/04/18</b>	<b>Katina Jones-Waples</b>	<b>06/07/2019</b>
<b>Actions</b>					
	10/11/16	Teachers will participate in weekly PLCs to develop units of instruction which adhere to the curriculum standards.	Complete 06/09/2017	Katina Waples, Nina Griffin	06/07/2019
<i>Notes:</i>		Teachers are meeting at least two times per month to work on curriculum planning.			
	10/12/16	To increase teacher effectiveness and student learning/mastery, teachers will use instructional materials recommended by the leadership team to improve instructional alignment.	Complete 06/09/2017	Katina Jones-Waples	06/07/2019
<i>Notes:</i>		Teachers will meet with a member of the Leadership team to discuss curriculum and alignment.			

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>		Teachers in grades K-3 use pretests, benchmarks, and MClass data to create small groups for Tier II and Tier III instruction.	Limited Development 10/11/2016		
<i>How it will look when fully met:</i>		Overall grade level proficiency will increase by at least 6 percentage points from 67% in 2017-2018 to 70% in 2018-2019. Student growth index data will continue the positive trend by at least 2.00.	<b>Objective Met 12/04/18</b>	<b>Katina Jones-Waples</b>	<b>06/07/2019</b>
<b>Actions</b>					
	10/11/16	K-3 will use Istation to strategically create small groups in Reading and Math.	Complete 01/19/2018	Katina Jones-Waples, Jennifer Lee, Nina Griffin	06/07/2019

<i>Notes:</i>						
10/11/16	All teachers will utilize the Learning Focused Instructional framework to plan and implement lessons for Reading and Math.			Complete 06/07/2019	Katina Jones-Waples, Jennifer Lee	06/07/2019
<i>Notes:</i>						
10/12/16	Gr 3-5 will use EOG specifications, benchmarks, common grade level assessments, and class assessments to provide small group, differentiated instruction to all students.			Complete 06/08/2018	Nina Griffin, Katina Jones-Waples	06/07/2019
<i>Notes:</i>						
10/12/16	Analysis of teacher and student data by the leadership team will necessitate which instructional and technology materials are needed to increase teacher effectiveness and student learning/mastery.			Complete 06/08/2018	Katina Jones-Waples; Nina Griffin; Jennifer Lee	06/07/2019
<i>Notes:</i>						
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>		<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Teachers and staff use PBIS systems of support to teach behavioral expectations.		Limited Development 10/11/2016		
<i>How it will look when fully met:</i>		Overall grade level proficiency will increase by at least 6 percentage points from 54% in 2015-2016 to 60% in 2016-2017. Student growth index data will continue the positive trend by at least 2.00. Student suspension data will decrease to less than 35 instructional days lost due to out-of-school suspension.		<b>Objective Met</b>	<b>Lori Abbott</b>	<b>06/09/2017</b>
<b>Actions</b>				<b>3 of 3 (100%)</b>		
10/11/16	Staff will participate in two book studies on poverty to learn how poverty impacts the social and emotional needs of students.			Complete 01/24/2017	Katina Jones-Waples, Frances Worthington	01/24/2017
<i>Notes:</i>						
10/11/16	Staff will support students who need behavioral interventions by monitoring student behavior, providing counseling, developing behavior contracts which includes rewards and consequences.			Complete 06/09/2017	Lori Abbott	06/09/2017
<i>Notes:</i>						
10/12/16	The leadership team will provide resources for professional development needs as to increase teacher effectiveness with classroom management techniques and interventions.			Complete 06/09/2017	Katina Jones-Waples; James Schiffbauer; Jennifer L	06/09/2017
<i>Notes:</i>						

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 use data to create small groups for instruction.	Limited Development 10/11/2016		
<i>How it will look when fully met:</i>		Overall grade level proficiency will increase by at least 6 percentage points from 67% in 2017-2018 to 70% in 2018-2019. Student growth index data will continue the positive trend by at least 2.00.	<b>Objective Met 12/04/18</b>	<b>Katina Jones-Waples</b>	<b>06/07/2019</b>
<b>Actions</b>					
	10/11/16	School Level Leadership team will facilitate data analysis meetings to evaluate instruction.	Complete 06/09/2017	District Team	06/07/2019
		<i>Notes:</i> Administrative team meets with teachers to analyze data each month. Additionally, HONEY sessions with teachers focus more specifically on individual student data and what strategies could be used to meet their needs.			
	10/11/16	Leadership team will design professional development based on student performance data and staff needs.	Complete 06/09/2017	District Team	06/07/2019
		<i>Notes:</i>			
	10/12/16	The LEA will provide grade/subject specific professional development based on need.	Complete 06/06/2017	District Team	06/07/2019
		<i>Notes:</i> The District Instructional Team recommended a review of Learning Focused lesson plans; therefore, there was a need to provide specific professional development and review how these lesson plans should be completed.			
	10/12/16	Increase teacher effectiveness and student learning/mastery by providing professional development and instructional resources to target and enhance overall school improvement.	Complete 06/09/2017	Katina Jones-Waples; Jennifer L	06/07/2019
		<i>Notes:</i> Teachers will attend conferences to provide exposure and ideas for using technology, including Chromebooks in the classroom. Other items may be acquired to support students in their learning and to support teachers in providing instruction.			

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 are expected to return phone calls and emails to parents within 24 hours or one school day and have 3 positive contacts with families each school year.	Limited Development 10/12/2016		
<i>How it will look when fully met:</i>		Overall grade level proficiency will increase by at least 6 percentage points from 67% in 2017-2018 to 70% in 2018-2019. Student growth index data will continue the positive trend by at least 2.00.	<b>Objective Met 12/04/18</b>	<b>Katina Jones-Waples</b>	<b>06/07/2019</b>
<b>Actions</b>					
	10/12/16	Teachers will make at least 3 positive contacts with parents/families during the school year.	Complete 06/09/2017	Katina Jones-Waples, Jennifer Lee	06/07/2019
		<i>Notes:</i> Teachers will share parent communication logs with administration. Administration has followed up with teachers not meeting deadlines for this expectation.			
	10/12/16	Increase parent attendance at school-wide events by 10% (from 982 in 2015-2016) to 1,080 during 2016=2017 school year.	Complete 06/09/2017	Katina Jones-Waples, Jennifer Lee	06/07/2019
		<i>Notes:</i> School-wide events are communicated to parents in advance in effort to increase parent attendance.			
	10/12/16	Develop practices and procedures to increase parental involvement in school-wide Title 1 events.	Complete 06/09/2017	Katina Jones-Waples; Jennifer Lee;	06/07/2019
		<i>Notes:</i> Title 1 Events for parents are communicated at least week in advance with flyers. Additionally, the school utilizes Schools Connect phone system to remind parents of the event.			