

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:		High expectations for all staff and students			
	A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>K-5 classroom teachers will attend professional learning communities (PLCs) to designed to improve teacher capacity, instructional effectiveness, instructional practices, and overall student performance outcomes.</p> <p>Teachers will use data-driven feedback from principal observations, instructional coaching, observations by peers, and student performance indicators to improve their instructional practices.</p>	Limited Development 10/12/2016		
<i>How it will look when fully met:</i>		<p>During previous years, the long-term goal was that overall grade level proficiency would increase to 45% in 2017 (actual was 49%), 55% in 2018 (actual was 65%), 55% in 2019 (actual was 58%), N/A in 2020 due COVID-2019 with only 28% returning to in-school learning during the 2021 school year in 2021, and exceed growth in 2022 with a 42.7% proficiency rate with 100% of SHES students returning to traditional brick & mortar school. As a results, SHES exceeded growth with an overall growth measure of 6.89 in Math.</p> <p>As a result, the goal for 2023 is that SHES will meet or exceed growth with a proficiency rate of at least 55%. The goal for 2024 is that all subgroups will exceed growth and the overall school proficiency rate will be 70% in all EOG tested areas.</p>		Katina Jones-Waples	06/30/2024
<i>Actions</i>			0 of 2 (0%)		
10/12/16	Teachers will participate in horizontal and vertical planning designed to improve instructional practices and overall student performance.			Katina Jones-Waples; Dawn Stallings	06/30/2024
<i>Notes:</i>		K-5 classroom teachers will attend professional learning communities (PLCs) to designed to improve teacher capacity, instructional effectiveness, instructional practices, and overall student performance outcomes.			
10/31/22	All K-5 teachers will meet with administration 1:1 at least 3 times per year to discuss specific students, class, and school growth & proficiency goals as needed to maximize teacher effectiveness & student performance outcomes.			Katina Jones-Waples	06/30/2024

Notes:

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>		Teachers will continue to attend weekly PLC meetings and data meeting sessions with school leadership designed to improve teacher effectiveness, student learning outcomes, and maximize overall teacher effectiveness. Teachers will focus on reviewing state standards, student data, and EOG goals. Teachers will also focus on making sure that we are using research-based resources to achieve and sustain these learning goals.	Limited Development 10/11/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		During previous years, the long-term goal was that overall grade level proficiency would increase to 45% in 2017 (actual was 49%), 55% in 2018 (actual was 65%), 55% in 2019 (actual was 58%), N/A in 2020 due COVID-2019 with only 28% returning to in-school learning during the 2021 school year in 2021, and exceed growth in 2022 with a 42.7% proficiency rate with 100% of SHES students returning to traditional brick & mortar school. As a results, SHES exceeded growth with an overall growth measure of 6.89 in Math. As a result, the goal for 2023 is that SHES will meet or exceed growth with a proficiency rate of at least 55%. The goal for 2024 is that all subgroups will exceed growth and the overall school proficiency rate will be 70% in all EOG tested areas.		Katina Jones-Waples	06/30/2024
Actions			0 of 3 (0%)		
	2/28/20	New teachers will attend New Teachers Bootcamp weekly or as needed.		Dawn Stallings	06/10/2024
<i>Notes:</i>					
	10/11/16	Teachers will participate in weekly PLCs to develop units of instruction which adhere to the curriculum standards.		Katina Waples, Dawn Stallings	06/30/2024
<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.		Katina Jones-Waples	06/30/2024
<i>Notes:</i> Teachers will meet with a member of the Leadership team to discuss curriculum and alignment.				
Implementation:		02/28/2020		
Evidence	2/28/2020			
Experience	2/28/2020			
Sustainability	2/28/2020			

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>		<p>Teachers in grades K-5 will use pretests, benchmarks, and i-Ready, MClass, and other data to create & drive small group for Tier II and Tier III instruction as needed to maximize student performance results.</p> <p>Interventionists will be hired to supplement Tier 1, Tier II, and Tier III instruction provided by classroom teachers as needed to maximize student performance outcomes for all subgroups and all students overall.</p>	Limited Development 10/11/2016		
<i>How it will look when fully met:</i>		<p>During previous years, the long-term goal was that overall grade level proficiency would increase to 45% in 2017 (actual was 49%), 55% in 2018 (actual was 65%), 55% in 2019 (actual was 58%), N/A in 2020 due COVID-2019 with only 28% returning to in-school learning during the 2021 school year in 2021, and exceed growth in 2022 with a 42.7% proficiency rate with 100% of SHES students returning to traditional brick & mortar school. As a results, SHES exceeded growth with an overall growth measure of 6.89 in Math.</p> <p>As a result, the goal for 2023 is that SHES will meet or exceed growth with a proficiency rate of at least 55%.</p> <p>The goal for 2024 is that all subgroups will exceed growth and the overall school proficiency rate will be 70% in all EOG tested areas.</p>		Katina Jones-Waples	06/30/2024
<i>Actions</i>			0 of 6 (0%)		
	10/31/22	Interventionists will be hired to supplement Tier 1, Tier II, and Tier III instruction provided by classroom teachers as needed to maximize student performance outcomes for all subgroups and all students overall.		Katina Jones-Waples	06/30/2023
<i>Notes:</i>					
	10/11/16	K-3 will use data to strategically create small groups in Reading and Math.		Dawn Stallings	06/30/2024
<i>Notes:</i>					
	10/11/16	All teachers will use the North Carolina Standard Course of Study to guide instruction.		Dawn Stallings	06/30/2024
<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.		Dawn Stallings	06/30/2024	
<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.		Dawn Stallings	06/30/2024	
<i>Notes:</i>					
1/27/21	Teachers will use research-based strategies and resources to accomplish these goals.		Dawn Stallings	06/30/2024	
<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
<i>Initial Assessment:</i>		Teachers and staff use PBIS systems of support to teach behavioral expectations as needed to optimize the social emotional learning and well-being of our students and staff.	Limited Development 10/11/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		During previous years, the goal was that overall grade level proficiency would increase by at least 6 percentage points from 54% in 2015-2016, 60% in 2016-2017, and sustain during the 2017-2018 and 2019-2020 school years. Student growth index data would continue the positive trend of growth by at least 2.00. These goals were met however all subgroups did not meet the growth expectations. As a result, during the 2020-2021 school year, the goal will be to maximize overall student performance during the hybrid teaching model and COVID-19 by ensuring that all K-5 students make growth in all academic areas.	Objective Met 02/28/20	Shaquita Winslow	06/30/2022
Actions					
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 06/30/2022	Shaquita Winslow	06/30/2022
<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 06/17/2022	Katina Jones-Waples; Dawn Stallings	06/30/2022

Notes:

Implementation:		02/28/2020		
<i>Evidence</i>	2/28/2020			
<i>Experience</i>	2/28/2020			
<i>Sustainability</i>	2/28/2020			

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>		<p>Teachers use data to create and deliver small group instruction as needed to maximize student performance, teacher effectiveness, and student learning outcomes.</p> <p>Interventionists will be hired to supplement Tier 1, Tier II, and Tier III instruction provided by classroom teachers as needed to maximize student performance outcomes for all subgroups and all students overall.</p>	Limited Development 10/11/2016			
<i>How it will look when fully met:</i>		<p>During previous years, the long-term goal was that overall grade level proficiency would increase to 45% in 2017 (actual was 49%), 55% in 2018 (actual was 65%), 55% in 2019 (actual was 58%), N/A in 2020 due COVID-2019 with only 28% returning to in-school learning during the 2021 school year in 2021, and exceed growth in 2022 with a 42.7% proficiency rate with 100% of SHES students returning to traditional brick & mortar school. As a results, SHES exceeded growth with an overall growth measure of 6.89 in Math.</p> <p>As a result, the goal for 2023 is that SHES will meet or exceed growth with a proficiency rate of at least 55%.</p>		Katina Jones-Waples	06/30/2024	
<i>Actions</i>			0 of 5 (0%)			
	10/31/22	Interventionists will be hired to supplement Tier 1, Tier II, and Tier III instruction provided by classroom teachers as needed to maximize student performance outcomes for all subgroups and all students overall.		Katina Jones-Waples	06/03/2023	
<i>Notes:</i>						
	10/11/16	School Level Leadership team will facilitate data analysis meetings to evaluate instruction.		Katina Jones-Waples; Dawn Stallings	06/30/2024	
<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.		Katina Jones-Waples; Dawn Stallings	06/30/2024
<i>Notes:</i>				
10/12/16	The LEA will provide grade/subject specific professional development based on need.		District Team	06/30/2024
<i>Notes:</i> The District Instructional Team will provide specific professional development opportunity for iReady and Istation.				
10/12/16	Increase teacher effectiveness and student learning/mastery by providing professional development and instructional resources to target and enhance overall school improvement.		Katina Jones-Waples; Dawn Stallings	06/30/2024
<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>		<p>Teachers and staff will make a diligent efforts to ensure that communication with parents remains high especially with students who are home-based and not attending face-to-face instruction. Staff will work diligently to creatively meet the educational needs of all students through collaboration, teamwork, and partnerships with families and community resources as needed to maximize student achievement and student learning outcomes.</p> <p>Grade levels will provide opportunities for families to attend school events to engage in hands-on activities with their children as needed to make direct correlations between the NC Standards and practical real-life experiences. The ultimate goal is that this will increase parental involvement and improve overall student achievement results.</p>		Katina Jones-Waples	06/30/2024
Actions			0 of 3 (0%)		
	10/12/16	Teachers will make at least 3 positive contacts with parents/families during the school year.		Katina Jones-Waples	06/30/2024
		<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	Revise Title 1 events to focus on academic, behavior, and social areas needed to improve to improve student results. School-wide events are communicated to parents in advance in effort to increase parent attendance.		Katina Jones-Waples	06/30/2024
		<i>Notes:</i>			
	10/12/16	Develop practices and procedures to increase parental involvement in school-wide Title 1 events.		Katina Jones-Waples	06/30/2024
		<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.			