

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>In 2023, SHES exceeded growth with a proficiency rate of 66%. Reading in 3-8 is 59%, math is 68%, and science is 87%.</p> <p>The goal for 2024 is that all subgroups will exceed growth and the overall school proficiency rate will be 75% in all EOG tested areas. The goal for 2025 is that all subgroups will exceed growth and the overall school proficiency rate will be 80% in all EOG tested areas. In addition, the school grade will increase one grade letter grade.</p>		Andrea Adams	06/30/2025
<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.		Teenia Riddick	06/30/2025

Notes: 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.

Andrea Adams

06/30/2025

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. In 2023, SHES exceeded growth with a proficiency rate of 66%. Reading in 3-8 is 59%, math is 68%, and science is 87%. The goal for 2024 is that all subgroups will exceed growth and the overall school proficiency rate will be 75% in all EOG tested areas. The goal for 2025 is that all subgroups will exceed growth and the overall school proficiency rate will be 80% in all EOG tested areas. In addition, the school grade will increase one grade letter grade.		Andrea Adams	06/30/2025
<i>Actions</i>			0 of 3 (0%)		
10/11/16	Teachers will participate in weekly PLCs to develop units of instruction which adhere to the curriculum standards.			Elizabeth Jordan	06/30/2025
<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.			Andrea Adams	06/30/2025
<i>Notes:</i> Teachers will meet with a member of the Leadership team to discuss curriculum and alignment.					

2/28/20	New teachers will attend New Teachers Bootcamp weekly or as needed.		Teenia Riddick	06/30/2025
<i>Notes:</i>				
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>In 2023, SHES exceeded growth with a proficiency rate of 66%. Reading in 3-8 is 59%, math is 68%, and science is 87%.</p> <p>The goal for 2024 is that all subgroups will exceed growth and the overall school proficiency rate will be 75% in all EOG tested areas. The goal for 2025 is that all subgroups will exceed growth and the overall school proficiency rate will be 80% in all EOG tested areas. In addition, the school grade will increase one grade letter grade.</p>		Andrea Adams	06/30/2025
Actions			0 of 6 (0%)		
	10/11/16	K-3 will use data to strategically create small groups in Reading and Math.		Teenia Riddick	06/30/2025
<i>Notes:</i>					
	10/11/16	All teachers will use the North Carolina Standard Course of Study to guide instruction.		Andrea Adams	06/30/2025
<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.		Teenia Riddick	06/30/2025	
<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.		Elizabeth Jordan	06/30/2025	
<i>Notes:</i>					
1/27/21	Teachers will use research-based strategies and resources to accomplish these goals.		Teenia Riddick	06/30/2025	
<i>Notes:</i>					
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.		Andrea Adams	06/30/2025	
<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
Initial Assessment:		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:		The Counselor will spearhead efforts to create programs to continue behavioral and emotional support to students. As a result of COVID, students are still struggling with socio-emotional needs to successfully acclimate to the academic setting. The Counselor will implement a school-wide system of supports and academic recognition programs for students who demonstrate skills in this area.		Crystal Parker	06/30/2025
Actions			0 of 2 (0%)		
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.		Crystal Parker	06/30/2025	
<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.		Crystal Parker	06/30/2025
<i>Notes:</i>				
Implementation:		02/28/2020		
Evidence	2/28/2020			
Experience	2/28/2020			
Sustainability	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>In 2023, SHES exceeded growth with a proficiency rate of 66%. Reading in 3-8 is 59%, math is 68%, and science is 87%.</p> <p>The goal for 2024 is that all subgroups will exceed growth and the overall school proficiency rate will be 75% in all EOG tested areas. The goal for 2025 is that all subgroups will exceed growth and the overall school proficiency rate will be 80% in all EOG tested areas. In addition, the school grade will increase one grade letter grade.</p>		Andrea Adams	06/30/2025
<i>Actions</i>			0 of 3 (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.		Andrea Adams	06/03/2025
<i>Notes:</i>					
	10/11/16	Leadership team will design professional development based on student performance data and staff needs.		Teenia Riddick	06/30/2025
<i>Notes:</i>					

10/12/16	The LEA will provide grade/subject specific professional development based on need.		District Team	06/30/2025
<i>Notes:</i> The District Instructional Team will provide specific professional development opportunity for iReady, Haggerty, and NNN, IGNITE				

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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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>		Elizabeth Jordan	06/30/2025

Actions	0 of 2 (0%)
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10/12/16	Teachers will make at least 3 positive contacts with parents/families during the school year.		Andrea Adams	06/30/2025
<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.		Elizabeth Jordan	06/30/2025

Notes: