

Comprehensive Progress Report

Mission: Together, We SOAR.

Vision: At Sheep-Harney Elementary, we inspire a community of learners who are empowered to achieve academic excellence, foster personal growth, and become compassionate leaders. Through a commitment to collaboration, innovation, and inclusivity, we provide a safe, supportive environment where every child can reach their full potential. Together with families and the community, we strive to cultivate lifelong learners prepared to thrive in a diverse and ever-changing world.

Goals:

- By the end of the 2025–2026 school year, at least 70% of students will demonstrate growth in reading, mathematics, and science, as measured by mClass and NCDPI K–2 Math assessments for grades K–2, and NC EOG Reading, Math, and Science assessments for grades 3–5.
- By the end of the 2025–2026 school year, at least 50% of parents will attend Family Engagement Night activities, as measured by event sign-in sheets.
- By the end of the 2025–2026 school year, at least 50% of students in grades 3–5 will demonstrate proficiency, as measured by the 3–5 ELA and Math EOGs and the 5th-grade Science EOG.
- By June 2026, Sheep-Harney Elementary School will exceed growth and increase one letter grade, as measured by state accountability standards, through a collective focus on student proficiency, growth, and effective instructional practices.

 Activity in the last 6 months

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	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>			Sheep-Harney Elementary is actively using multiple sources of data to guide school improvement planning, instructional decisions, and professional development priorities. The leadership team reviews school performance data, benchmark results, and classroom observation trends on an ongoing basis to identify areas of strength and growth.	Limited Development 10/11/2016		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>			When this objective is fully met, data-driven decision-making will be embedded in the school's culture and daily practices. The leadership team, Multi-Classroom Leaders, and grade-level PLCs will consistently use both quantitative and qualitative data to guide instruction, professional learning, and schoolwide improvement initiatives. Data review will be systematic, collaborative, and action-oriented. School performance data, benchmark assessments, formative classroom data, and walkthrough observations will be regularly analyzed to identify trends, instructional gaps, and professional development needs. Each grade level will maintain data trackers and intervention plans that are updated and reviewed during PLC meetings. Leadership meetings will include monthly data reviews to monitor progress toward school improvement goals and adjust supports as needed. Professional development will be directly aligned to data findings, ensuring that teacher growth areas are targeted and student outcomes improve as a result. When fully implemented, all staff will clearly understand how data informs decision-making, feel ownership in the improvement process, and see evidence of student growth as a direct result of responsive instructional practices.	Objective Met 06/17/24	Lacoyia Cobb-Eure	06/30/2026
<i>Actions</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.		Complete 05/23/2024	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.	Complete 06/07/2024	Teenia Riddick	06/30/2025
<i>Notes:</i>				
10/12/16	The LEA will provide grade/subject specific professional development based on need.	Complete 06/30/2024	District Team	06/30/2025
<i>Notes:</i> The District Instructional Team will provide specific professional development opportunity for iReady, Haggerty, and NNN, IGNITE				
Implementation:		06/17/2024		
Evidence	6/17/2024 6/17/2024-Intervention Schedule; Title I Expenditure for Interventionist.			
Experience	6/17/2024 6/17/2024-SHES hired one Interventionist and used Instructional Assistants as Interventionists during the 2023-24 school year. The Instructional Coach set up a schedule with the teachers for the small group pullouts.			
Sustainability	6/17/2024 6/17/2024-Continue to train Interventionists in the use Heggerty and UFLI to support K-2 students and any RTA students. Work with teachers to provide Intervention work consistently.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	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

Initial Assessment:	Sheep-Harney Elementary has established a multi-tiered system of support (MTSS) to ensure that every student receives instruction and interventions aligned with their individual academic and behavioral needs. 1. Tier I – Core Instruction: All students receive high-quality, evidence-based core instruction in reading and math. Teachers follow district pacing guides and use data-driven instructional practices during core blocks. Instructional expectations are supported through classroom walkthroughs, PLC collaboration, and coaching from Multi-Classroom Leaders (MCLs). 2. Tier II – Targeted Small Group Support: Students who demonstrate skill gaps based on formative assessments, i-Ready data, or classroom performance receive targeted small-group instruction during our daily Eagle Enrichment block. These groups focus on specific skill deficits using research-based interventions and progress monitoring tools. 3. Tier III – Intensive Intervention: Students requiring additional support receive more frequent and individualized intervention, often involving pull-out or one-on-one sessions with the Instructional Coach, interventionists, or support staff. Progress is closely tracked, and instructional plans are adjusted based on data. 4. Collaborative Data Review: Grade-level PLCs and the MTSS team meet regularly to review student progress, evaluate intervention effectiveness, and make decisions about movement between tiers. All decisions are grounded in multiple data sources, including i-Ready, benchmark assessments, classroom performance, and teacher input.	Limited Development 10/11/2016		
-----------------------------------	---	---	--	--

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	When this objective is fully met, Sheep-Harney Elementary's tiered instructional system will be seamlessly embedded into daily instruction and schoolwide practices, ensuring that every student receives the right level of support at the right time. All teachers will consistently deliver evidence-based core instruction (Tier I) that meets the needs of most students while using ongoing formative assessments to identify who needs additional support. Tier II and Tier III interventions will be implemented with fidelity using clearly defined protocols, research-based programs, and progress monitoring tools. The MTSS team will meet regularly to review student data, monitor intervention effectiveness, and adjust instructional supports based on individual student growth. Data discussions will be routine in PLCs and leadership meetings, creating a shared responsibility for every student's success. Students will demonstrate measurable growth in academic achievement and behavior outcomes as interventions become more precise and consistent. Teachers will feel confident using tiered supports, and families will be informed and engaged in their child's intervention plans and progress.		Objective Met 06/17/24	Jonathan Snead	06/30/2025
Actions					
10/11/16	K-3 will use data to strategically create small groups in Reading and Math.		Complete 06/07/2024	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.		Complete 06/07/2024	Andrea Adams	06/30/2025
<i>Notes:</i> Teachers uploaded lesson plans into Planbook.com where they received feedback. In Grade Level Meetings teachers discussed district pacing guides and math horizontal planning documents to plan instruction.					
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 06/28/2024	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.	Complete 06/07/2024	Elizabeth Jordan	06/30/2025
<i>Notes:</i>				
1/27/21	Teachers will use research-based strategies and resources to accomplish these goals.	Complete 06/07/2024	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.	Complete 05/17/2024	Andrea Adams	06/30/2025
<i>Notes:</i>				
Implementation:		06/17/2024		
Evidence	6/17/2024 6/17/2024-Teachers in K-2 implemented UFLI and Heggerty as whole groups and small group instruction. Teachers in K-5 utilized SchoolNet to provide repeated practice on reading passages and math problems where students showed deficiencies.			
Experience	6/17/2024 6/17/2024-Teachers used mClass, iReady, Benchmarks, CheckIns to assess student progress and provide small group instruction.			
Sustainability	6/17/2024 6/17/2024-Continued work in providing research based interventions.			