

Demographics: Our district is located in Pasquotank County, part of a waterfront community in eastern North Carolina and within an hour's drive of both Hampton Roads Virginia and the Outer Banks of North Carolina. Our school district serves nearly 6,000 students in twelve schools: seven elementary schools, two middle schools, two high schools and one alternative school. Our school is Pasquotank Elementary School. Currently, our teacher attrition rate is 7.89%. Our staff members have a shared mission and vision. PES consists of about 370 students. We have 17 regular education homerooms (Kindergarten-5th). We have 3 Autistic self-contained classes (known as SAIL I, II, and III). The demographics of our school are as follows: 53% African American, 29% Caucasian, 13% Hispanic, and 5% Other. The percentage of students with disabilities is 22%. Fifty-seven percent of our population is male and 43% is female. Our school has a Free/Reduced rate of 75%.

Data Sources: Classroom walkthroughs substantiate increased student engagement and more success in the classroom. Teacher observations were means to evaluate teaching and learning.

Reading scores for 2012-2013, 2013-2014, 2014-2015 are as follows respectively: Third grade- 42.1, 47.9, 46.9; Fourth grade-32.0, 37.8, 42.3 and; Fifth grade- 37.5, 28.8, 47.8. Reading Composite Scores for the three years are 36.8, 37.9, and 45.7. Math scores for 2012-2013, 2013-2014, 2014-2015 are as follows respectively: Third grade- 57.9, 39.6, 45.3; Fourth grade-44.0, 42.2, 46.2 and; Fifth grade- 27.3, 26.9, 34.0. Math Composite scores for the three years are 41.3, 45.9, and 42.6. Overall Composite Scores for PES over the course of three years are as follows: 38.6, 37.7, 43.8(43.8 is the current score/2014-15). Third grade Reading scores decreased from 47.9 (2013-2014) to 46.9 (2014-2015); however, students made growth in reading (4th and 5th grade). Looking at students who were in fourth grade in 2013-14, they made significant growth in fifth grade (2014-15) in the area of Reading (37.8 to 47.8). Reading achievement rose from 36.8 to 45.7 over the course of three years. Overall, the school composite score also increased from 38.6 to 43.8. In 2013-14, gains were made in math (5th Grade). Third grade math increased from 39.6 to 45.3 (2014-15). Fourth grade math scores increased from 42.2 to 46.2. For the 2012-2013 school year and the 2014-15 school year, our school met school growth expectations (-0.01 and -1.37 respectively). Although we met growth, we are aware that growth needs to continue to increase.

The Teacher Working Conditions Survey indicated growth and satisfaction in many areas (Teacher Leadership, Professional Development, and School Leadership). Overall, the teachers indicated work conditions were satisfactory (2012---93.1%, 2010---91.9%). The teacher turnover rate decreased tremendously (from 23% to 7.89%). According to the Teacher Working Conditions Survey, promoting a positive school climate for staff, parents, and students is crucial. This year we will place more emphasis on the PBIS matrix and incentives and rewards for good behavior and good character. In the past, the discipline referral system was modified as well to reduce the number of warnings a student can receive before an office referral. We will incorporate an electronic discipline form (Google Docs) in which aspects of behavior can be analyzed more quickly and efficiently. Students, parents, and staff received a school and district handbook to educate and ensure clearer understanding of expectations.

Discipline Data: Our school had 367 referrals for the 2014-15 school year as follows: Kindergarten (50), 1st Grade (86), 2nd Grade (117), 3rd Grade (59), 4th Grade (26), and 5th Grade (29). The racial breakdown of the students with referrals are: 29 Black Males, 3 Black Females, 10 White Males, 1 White

Female, 3 Hispanic Males, 0 Hispanic Females, 3 "Other" Males, and 0 "Other" Females. Our school averaged about 40 referrals per month. Twenty-eight percent of the referrals were bus referrals.

End-of-Grade Data: Math proficiency scores decreased in 2013-2014 (41.3 to 35.9), but increased the following 2014-15 school year (35.9 to 42.6). We did meet growth in reading (4th and 5th grade), math (5th grade), and science (5th grade) for the 2014-15 school year. In 2013-14, the decrease in student growth in 4th grade math was a concern. We realize that we have made small gains in most areas; however, there is much room for improvement. Fourth grade math student achievement has increased since then (42.2 to 46.2). The major concern is the trend of decreasing proficiency of students from third grade to fourth grade (Reading and Math) and from fourth grade to fifth grade (Math). This was prevalent in the 2014-15 data. Traditionally, teachers have used effective strategies to help struggling learners in the very lowest tier. We will utilize alternative strategies to assist average students (on grade level) so they do not lose ground. It is apparent that other strategies are needed for this group of learners. The data indicate that many students who scored a level three had regressed. We need to increase proficiency and continue to work on growth. Students will have at least 90 minutes for a reading block that consists of direct, explicit, systematic phonics instruction through the use of Foundations (K-2), and time devoted to whole group instruction and workstations (K-5). Guided Reading (Grades K-5) will be incorporated as well. Students will have 90 minutes daily for math instruction. Cooperative group activities, math work stations, educational websites (Study Island, Math playground, 10 marks, etc.), whole group instruction, and technology will be used to improve math achievement.

After analyzing the data, it is apparent that there is an achievement gap between white students and black students. There is a significant difference when comparing achievement. We plan to address different learning styles by incorporating multiple intelligences (music, kinesthetic, tactile, etc.). In-school and/or after school tutoring will be available for underachieving students.

Directions for the Plan for School Improvement Template:

All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to record a school's plan for improvement.

Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to <http://www.rep.dpi.state.nc.us/app/dstplan>.

Please note: The following MS Excel Workbook includes cells that contain formulas in order to allow information to populate on corresponding sheets. Thus, these **formula cells are locked** as well as the title cells. However, for the cells in which information (goals, strategies, action steps, etc.) will be entered, **the rows are able to be stretched** if the current row height of the cell is not sufficient.

To save the Excel file as a PDF, select File, Save As, and select **PDF under Save as Type**.

To save the entire Workbook as a PDF, use the **Options** button to select **Publish What > Entire Workbook**.

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Elizabeth City-Pasquotank Public School	Pasquotank Elementary	318	2015-2016
Principal Name (or Designee)	Dr. Shawn Wilson	Principal Name (or Designee) Email	swilson@ecpps.k12.nc.us
School Mission	The mission of Pasquotank Elementary School is committed to providing a safe and caring environment of mutual respect in which all students will become successful learners.		
School Vision	Pasquotank Elementary School educates students for success.		
<p>Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)</p> <p style="text-align: center;"><i>See attached data analysis</i></p>			

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Elizabeth City-Pasquotank Public School	Pasquotank Elementary	318	2015-2016
By June 15, 2016, PES will increase student reading and math proficiency on NC End of Grade Tests by forty percent through data-driven instruction.			
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Realizing the need to provide challenging experiences that result in student learning at high levels, ECPPS uses data to build the capacity for change and to provide a rigorous curriculum.	
	Indistar Indicator: (if applicable)		
	Progress Monitoring Status:	Has Begun	
	Progress:	PES teachers and staff will develop and align instructional practices to the NC Standard Course of Study with accuracy by June 15, 2016.	
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	ECPPS educates all students by using appropriate instructional strategies to teach the NCSCOS	
	Indistar Indicator: (if applicable)		
	Progress Monitoring Status:	Has Begun	
	Progress:	PES staff will implement research-based classroom management strategies to increase positive student behavior and decrease office referrals by 50% as measured by the number of office referral data on June 15, 2016.	
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	Goal 5: Every student is healthy, safe, and responsible	
	LEA Goal Alignment:	ECPPS ensures, through collaboration and support, each child will be fully supported throughout their school career.	
	Indistar Indicator: (if applicable)		
	Progress Monitoring Status:	Has Begun	
	Progress:	Goals Section Page 3	

School Plan for Improvement

District Name:		School Name:		School Code:		Year:	
Elizabeth City-Pasquotank Public Sch		Pasquotank Elementary		318		2015-2016	
GOAL #1:		By June 15, 2016, PES will increase student reading and math proficiency on NC End of Grade Tests by forty percent through data-driven instruction.					
Strategy #1: Describe the strategy that will support this goal		Utilize Professional Learning Communities (PLCs) to analyze data that informs instructional practices.					
Progress:		Has Begun					
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		District Program Services will visit schools with SPG lower than C (This includes Pasquotank Elementary School); classroom visits/walkthroughs. This will provide the principal and staff with specific feedback to improve teaching and learning.					
Evidence: (Identify documents and artifacts)		Meeting agendas; sign in sheets; lesson plans; student formative and benchmark assessment data. Evidence/Monitoring: Monthly PLCs, present evidence in data notebooks.					
Person(s) Responsible:		Program Services					
Timeline:		6/15/2016					
Budget Amount: (if applicable)		\$13,900		Budget Source: (if applicable)		State & Federal	
Strategy #2: Describe the strategy that will support this goal		Provide additional academic support, intervention, and enrichment for students.					
Progress:		Has Begun					
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		District Program Services will analyze EVAAS data at schools with SPG below C to look at subgroups (This includes Pasquotank Elementary School). The analysis will provide assistance and guidance to prioritize instructional needs.					
Evidence: (Identify documents and artifacts)		Subgroups receiving extra assistance identified; plans for extra assistance reviewed. Evidence/Monitoring: Monthly EVAAS meetings; data notebook; student groupings (ex: m-class abilities); tutor schedules; REACH (reading enrichment for all children) program.					
Person(s) Responsible:		Principal, teachers, program services.					
Timeline:		Quarterly					
Budget Amount: (if applicable)		See above		Budget Source: (if applicable)		See above	
Strategy #3: Describe the strategy that will support this goal		Share student status and progress with parents through at-risk student/parent/teacher conferences and Power School parent access portal.					
Progress:		Has Begun					
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		Analyze school level data from benchmark assessments and target specific students/grade levels scoring below Level III for target intervention.					
Evidence: (Identify documents and artifacts)		Sample student reports; parent conference logs; student Personalized Education Plans; benchmark data. Evidence/Monitoring: Conference sign-in sheets; parent powerschool codes distributed; parent summary sheets; use of home connect system; PEP conference (3rd grade letter and transition letter); Renaissance Place home connect; STAR reports					
Person(s) Responsible:		District Instructional Team, Principal, teachers					
Timeline:		6/1/2016					
Budget Amount: (if applicable)		Goal 1 Strategies Section Page 4		Budget Source: (if applicable)		N/A	

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Elizabeth City-Pasquotank Public School	Pasquotank Elementary	318	2015-2016
GOAL #2:	<i>PES teachers and staff will develop and align instructional practices to the NC Standard Course of Study with accuracy by June 15, 2016.</i>		
Strategy #1:	<i>Work collaboratively as a PLC to provide effective instruction.</i>		
Describe the strategy that			
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Create pacing guides/Live Binders to use for all benchmark tested subjects. Analyze the results from benchmark assessments quarterly.</i>		
	Evidence: (Identify documents and artifacts)	Evidence/Monitoring: Quarterly benchmark assessment results, disaggregate and analyze data from a variety of assessments to identify gaps in the curriculum, engage in robust discussions to build rapport and design quality lessons; highlight areas of growth and target areas of improvement; minutes or agendas from PLCs (PLCs will be used to monitor the progress of the School Improvement Plan as well)	
	Person(s) Responsible:	Principal, teachers, program services.	
	Timeline:	6/1/2016	
	Budget Amount: (if applicable)	2000	Budget Source: (if applicable)
Strategy #2: Describe the strategy that	<i>Utilize professional development to hone instructional practices in the classroom.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Provide support to all beginning and lateral entry teachers in curriculum and classroom management; provide curriculum support for teaching mathematics, reading, writing, speaking and thinking strategies.</i>		
	Evidence: (Identify documents and artifacts)	Evidence/Monitoring: Attendance records for district PD days, grade-level meetings, school training to include on-going professional development, disseminate information and/or	
	Person(s) Responsible:	District Instructional Team, Program Services, teachers, principal	
	Timeline:	6/1/2016	
	Budget Amount: (if applicable)		Budget Source: (if applicable)
Strategy #3: Describe the strategy that will support this goal	<i>Enhance knowledge and skills in content areas across disciplines.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Provide district and school level opportunities for horizontal and vertical teaming among all schools and grade levels as appropriate.</i>		
	Evidence: (Identify documents and artifacts)	Evidence/Monitoring: Instructional documents, attendance logs, participate in PLC book studies, apply feedback from peer observations, coaching, mentoring and self-assessment, utilize schoolnet, wikispaces, webinars and professional development	
	Person(s) Responsible:	Teachers, principal, Program Services	
	Timeline:	6/1/2016	
	Budget Amount: (if applicable)	Goal 2 Strategies Section Page Budget Source: (if applicable)	See above

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Elizabeth City-Pasquotank Public School	Pasquotank Elementary	318	2015-2016
GOAL #3:	PES staff will implement research-based classroom management strategies to increase positive student behavior and decrease office referrals by 50% as measured by the number of office referral data on June 15, 2016.		
Strategy #1:	Staff members will consistently improve knowledge and use of the PBIS Matrix.		
Describe the strategy that			
Progress:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Develop training and provide coaching to staff on classroom interventions, behavior modifications, classroom structures and student engagement.		
Evidence: (Identify documents and artifacts)	Evidence/Monitoring: Discipline data reports, training materials, surveys to the staff quarterly. Survey the staff quarterly on the effectiveness of the training and coaching to		
Person(s) Responsible:	Bert Lane, Joyce Harris, Principal		
Timeline:	6/1/2016		
Budget Amount: (if applicable)	\$1,900	Budget Source: (if applicable)	General Fund/Instructional Fu
Strategy #2:	Design and implement school wide techniques to support the PBIS Matrix.		
Describe the strategy that			
Progress:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Collect data on problem behaviors which impact instruction using MTSS-PBIS reports and analyze it quarterly.		
Evidence: (Identify documents and artifacts)	Evidence/Monitoring: Discipline reports visited quarterly, behavior interventionist small groups, "Do the Right Thing Group", review the distribution of roadrunner bucks monthly, teacher advocacy, class meeting agendas, grade level agendas, PBIS committee minutes, observations		
Person(s) Responsible:	Student Services, Lisa Ewers		
Timeline:	6/1/2016		
Budget Amount: (if applicable)	See above	Budget Source: (if applicable)	See above
Strategy #3:	Teach Character Education consistently, explicitly, and systematically.		
Describe the strategy that will support this goal			
Progress:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Collect data on problem behaviors which impact instruction using MTSS-PBIS reports and analyze it quarterly.		
Evidence: (Identify documents and artifacts)	Evidence/Monitoring: Discipline reports, evidence in lesson plans, and character education focus series for students/parents reviewed quarterly,		
Person(s) Responsible:	Teachers, principals, Student Services, Lisa Ewers, Alla Andrews (school psychologist), Valarie Caple (school counselor), school level MTSS team		
Timeline:	6/1/2016		
Budget Amount: (if applicable)	Goal 3 Strategies Section Page 6	Budget Source: (if applicable)	See above