

**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 <https://www.rep.dpi.state.nc.us/dstplan/>.

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**Please note:** The following MS Excel Workbook includes cells that contain formulas in order to populate the information entered on corresponding sheets. Begin entering information on the **School Info**

**Mission Vision tab**, and if the formulas remain in place, the **District Name, School Name, School Code, and School Year** will populate to all the following tabs.

On the **Goals tab**, each goal entered will populate to its corresponding tab.

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

|   |  |   |  |
|---|--|---|--|
| <b>District Name:</b>                   | <b>School Name:</b>  | <b>School Code:</b>                       | <b>Year:</b>   |
| Elizabeth City-Pasquotank Public School | PW Moore Elementary  | 320                                       | 2015-2016  |
| <b>Principal Name (or Designee)</b>     | Lindsey James  | <b>Principal Name (or Designee) Email</b> | <a href="mailto:ljames@ecpps.k12.nc.us">ljames@ecpps.k12.nc.us</a> |
| <b>School Mission</b>                   | Building Our Future By Teaching Minds and Touching Hearts  |   |  |
| <b>School Vision</b>                    | The faculty and staff of P. W. Moore Elementary, in cooperation with the home and community, will provide our students with a positive environment and effective instruction for learning.   |   |  |
| <b>Data Analysis:</b>                   | 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.W. Moore Elementary has a school population of 368. Seventy percent of those students are African American and 18% of those students are white. Eighty-six percent of the students are in general education classrooms and 13% of the students are classified as Exceptional Children. P.W. Moore's certified teaching staff of 29 teachers is divided as 11 African American teachers and 18 white teachers. Reviewing the 2013-2015 End-of-Grade test results for grade 3-5 in reading, math and science, we see that there is a distinct gap between our African American students and our white students. This gap varies at each grade level and for each test. However, reading shows a smaller gap between the African American students and the white students at all grade levels for the 2014-2015 school year. Math is not as strong in closing the gap and neither is science. Teachers continuously examine what practices they are using in reading that are positively affecting the growth of our African American students so that they can use those same practices in both math and science to achieve the same academic improvements. (Data table is attached to plan.)</p> |   |  |

**School Plan for Improvement**

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|---|--|--|-----------|
| Elizabeth City-Pasquotank Public Scho   | PW Moore Elementary  | 320  | 2015-2016 |
| <i>PW Moore Elementary will increase the percentage of students who are proficient in math from 32.9 in 2014-15 by 22 percentage points to 54.9 as measured on the NC End of Grade test in June 2016.</i> |  |  |           |
| <b>GOAL #1:</b><br>(SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)  | SBE Goal Alignment:  | Goal 2: Every student has a personalized education.  |           |
|   | LEA Goal Alignment:  | Goal 3: The mission of ECPPS is to educate all students by creating experiences that produce life-long learners which is achieved by: using appropriate instructional strategies to teach the North Carolina Standard Course of Study through meaningful learning experiences that engage all students; assessing learning of all students to promote the growth of knowledge, and having structures in place to ensure that family and community are engaged in their students' education in meaningful ways. |           |
|   | Indistar Indicator: (if applicable)  |  |           |
|   | Progress Monitoring Status:  | Has Begun  |           |
| <b>GOAL #2:</b><br>(SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)  | <i>PW Moore Elementary will increase the percentage of students, who are proficient in reading from 43.2 by 15 percentage points to 58.2 as measured by the NC End of Grade test in June 2016.</i> |  |           |
|   | SBE Goal Alignment:  | Goal 2: Every student has a personalized education.  |           |
|   | LEA Goal Alignment:  | Goal 3: The mission of ECPPS is to educate all students by creating experiences that produce life-long learners which is achieved by: using appropriate instructional strategies to teach the North Carolina Standard Course of Study through meaningful learning  |           |
|   | Indistar Indicator: (if applicable)  |  |           |
| <b>Progress:</b>  | Progress Monitoring Status:  | Has Begun  |           |
|   | <i>PW Moore Elementary will decrease the number of office referrals from 546, the baseline data, by 50% to no more than 273 referrals by June, 2016.</i>   |  |           |
| <b>GOAL #3:</b><br>(SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)  | SBE Goal Alignment:  | Goal 5: Every student is healthy, safe, and responsible  |           |
|   | LEA Goal Alignment:  | Goal 4: Understanding the need to collaborate and ensure that each child has the resources and support needed, the Elizabeth City-Pasquotank Public School system will provide ongoing support for students and staff, and foster continued innovation and flexibility through continuous training and investment in appropriate resources.  |           |
|   | Indistar Indicator: (if applicable)  |  |           |
|   | Progress Monitoring Status:  | Goals Section   Page 3<br>Has Begun  |           |

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| Elizabeth City-Pasquotank Public Schd  | PW Moore Elementary  | 320   | 2015-2016    |
| <b>GOAL #1:</b>  | <i>PW Moore Elementary will increase the percentage of students who are proficient in math from 32.9 in 2014-15 by 22 percentage points to 54.9 as measured on the NC End of Grade test in June 2016.</i>  |   |              |
| <b>Strategy #1:</b><br>Describe the strategy that will support this goal                             | <i>Teachers will participate in weekly PLCs that focus on math data, EVAAS data, benchmark data, formative assessments, and Schoolnet to plan and implement differentiated instruction.</i>  |   |              |
| <b>Progress:</b>   | Progress Monitoring Status: Has Begun  |   |              |
| <b>Tasks/Action Steps:</b><br>Describe the action steps that will be taken to support this strategy. | <i>1) Provide school level coach to facilitate instructional initiatives at Title I schools 2) Analyze school level data from benchmark assessments and target specific grade levels who score below a level III for targeted intervention 3) Provide curriculum support strategies for teaching mathematics</i> |   |              |
| <b>Strategy #2:</b><br>Describe the strategy that will support this goal                             | <b>Evidence:</b><br>(Identify documents and artifacts)   | 1) Record of hire 2) Benchmark data 3) Classroom walk-through data 4) Agendas |              |
| <b>Progress:</b>   | <b>Person(s) Responsible:</b>  | Principal, Instructional Coach, Program Services (Central Services)           |              |
|  | <b>Timeline:</b>   | Ongoing 2015-2016   |              |
|  | <b>Budget Amount:</b> (if applicable)  | Budget Source: (if applicable)  |              |
| <b>Strategy #2:</b><br>Describe the strategy that will support this goal                             | <i>The staff will participate in grade level meetings that focus on aligning instruction to NCSCOS in mathematics to increase rigor in the classroom. Teachers will collaborate to design lessons that correlate to the Common Core Standards.</i>   |   |              |
| <b>Progress:</b>   | Progress Monitoring Status: Has Begun  |   |              |
| <b>Tasks/Action Steps:</b><br>Describe the action steps that will be taken to support this strategy. | <i>1) Provide school level coach to facilitate instructional initiatives at Title I schools 2) Analyze school level data from benchmark assessments and target specific grade levels who score below a level III for targeted intervention 3) Provide curriculum support strategies for teaching mathematics</i> |   |              |
| <b>Strategy #3:</b><br>Describe the strategy that will support this goal                             | <b>Evidence:</b><br>(Identify documents and artifacts)   | 1) Record of hire 2) Benchmark data 3) Classroom walk-through data 4) Agendas |              |
| <b>Progress:</b>   | <b>Person(s) Responsible:</b>  | Principal, Instructional Coach, Program Services (Central Services)           |              |
|  | <b>Timeline:</b>   | Ongoing 2015-2016   |              |
|  | <b>Budget Amount:</b> (if applicable)  | Budget Source: (if applicable)  |              |
| <b>Strategy #3:</b><br>Describe the strategy that will support this goal                             | <i>Staff will focus on math instruction and use support programs. McGraw-Hill Math Resource with online supplementary materials and instructional technology programs will be purchased.</i>   |   |              |
| <b>Progress:</b>   | Progress Monitoring Status: Has Begun  |   |              |
| <b>Tasks/Action Steps:</b><br>Describe the action steps that will be taken to support this strategy. | <i>1) Disperse Title I funds to ensure the purchase of instructional materials 2) Classroom walk-through data on the benefits of purchased materials 3) Provide district and school level instructional facilitator</i>  |   |              |
| <b>Strategy #3:</b><br>Describe the strategy that will support this goal                             | <b>Evidence:</b><br>(Identify documents and artifacts)   |   |              |
| <b>Progress:</b>   | <b>Person(s) Responsible:</b>  | Principal, Instructional Coach, Program Services (Central Services)           |              |
|  | <b>Timeline:</b>   | Ongoing 2015-2016   |              |
|  | <b>Budget Amount:</b> (if applicable)  | Budget Source: (if applicable)  |              |
| <b>Strategy #3:</b><br>Describe the strategy that will support this goal                             | <i>God   1. Strategic Instruction   Page 8</i>   |   |              |
| <b>Progress:</b>   | Title I  |   |              |

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| Elizabeth City-Pasquotank Public Schd  | PW Moore Elementary   | 320                 | 2015-2016    |
| <b>GOAL #2:</b>  | <i>PW Moore Elementary will increase the percentage of students, who are proficient in reading from 43.2 by 15 percentage points to 58.2 as measured by the NC End of Grade test in June 2016.</i>  |                     |              |
| <b>Strategy #1:</b><br>Describe the strategy that will support this goal                             | <i>Teachers will participate in weekly PLCs that focus on reading data, EVAAS data, benchmark data, formative assessments, mCLASS and Schoolnet to plan and implement differentiated instruction. Monitoring and feedback for teachers will occur during PLCs and will be focused on instructional effectiveness as evidenced by students' proficiency on school and district benchmark assessments. Student discipline data will be gathered and analyzed each nine-week period to ensure class interruptions are decreasing and teachers are able to provide instruction to all students.</i> |                     |              |
| <b>Progress:</b>   | Progress Monitoring Status: Has Begun   |                     |              |
| <b>Tasks/Action Steps:</b><br>Describe the action steps that will be taken to support this strategy. | <i>1) Provide school level coach to facilitate instructional initiatives at Title I schools 2) Analyze school level data from benchmark assessments and target specific grade levels who score below a level III for targeted intervention 3) Provide curriculum support strategies for teaching reading, writing, speaking and listening</i>   |                     |              |
| <b>Evidence:</b><br>(Identify documents and artifacts)   | 1) Record of hire 2) Benchmark data 3) Classroom walk-through data 4) Agendas   |                     |              |
| <b>Person(s) Responsible:</b>  | Principal, Instructional Coach, Program Services (Central Services)   |                     |              |
| <b>Timeline:</b>   | Ongoing 2015-2016   |                     |              |
| <b>Budget Amount:</b> (if applicable)  | Budget Source: (if applicable)  |                     |              |
| <b>Strategy #2:</b><br>Describe the strategy that will support this goal                             | <i>Guided reading training will be provided for all staff and utilized in instruction daily.</i>  |                     |              |
| <b>Progress:</b>   | Progress Monitoring Status: Has Begun   |                     |              |
| <b>Tasks/Action Steps:</b><br>Describe the action steps that will be taken to support this strategy. | <i>1) Provide school level coach to facilitate instructional initiatives at Title I schools 2) Analyze school level data from benchmark assessments and target specific grade levels who score below a level III for targeted intervention 3) Provide curriculum support strategies for teaching reading, writing, speaking and listening</i>   |                     |              |
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| <b>Person(s) Responsible:</b>  | Principal, Instructional Coach, Program Services (Central Services)   |                     |              |
| <b>Timeline:</b>   | Ongoing 2015-2016   |                     |              |
| <b>Budget Amount:</b> (if applicable)  | Budget Source: (if applicable)  |                     |              |
| <b>Strategy #3:</b><br>Describe the strategy that will support this goal                             | <i>Focused reading instruction and support programs kindergarten through fifth grade. We will utilize the following strategies and interventions to improve reading proficiency: Reading A to Z, Purchase guided reading leveled text, Title I Reading Night, Title I End-of-Year Meeting to support reading</i>  |                     |              |
| <b>Progress:</b>   | Progress Monitoring Status: Has Begun   |                     |              |
| <b>Tasks/Action Steps:</b><br>Describe the action steps that will be taken to support this strategy. | <i>1) Provide school level coach to facilitate instructional initiatives at Title I schools 2) Analyze school level data from benchmark assessments and target specific grade levels who score below a level III for targeted intervention 3) Provide curriculum support strategies for teaching reading, writing, speaking and listening</i>   |                     |              |
| <b>Evidence:</b><br>(Identify documents and artifacts)   | 1) Record of hire 2) Benchmark data 3) Classroom walk-through data 4) Agendas   |                     |              |
| <b>Person(s) Responsible:</b>  | Principal, Instructional Coach, Program Services (Central Services)   |                     |              |
| <b>Timeline:</b>   | Ongoing 2015-2016   |                     |              |
| <b>Budget Amount:</b> (if applicable)  | Budget Source: (if applicable)  |                     |              |
| <b>Goal 2 Strategy #1:</b>   | Goal 2 Strategy #2  |                     |              |
| <b>Page:</b>   | <b>Page:</b>  |                     |              |
| <b>Budget Source:</b> (if applicable)  | <b>Budget Source:</b> (if applicable)   |                     |              |
| <b>Title I</b>   | <b>Title I</b>  |                     |              |

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| Elizabeth City-Pasquotank Public Schd  | PW Moore Elementary  | 320   | 2015-2016                              |
| <b>GOAL #3:</b>  | <i>PW Moore Elementary will decrease the number of office referrals from 546, the baseline data, by 50% to no more than 273 referrals by June, 2016.</i>   |   |  |
| <b>Strategy #1:</b><br>Describe the strategy that will support this goal                             | <i>PBIS trainings will focus on discipline data, procedures, strategies, and materials for staff to implement behavioral lessons for a safe, supportive learning environment. After receiving training, the staff will be using: Kelso Choices, character education, Second Step and Class Dojo. These programs will promote a positive educational and social environment. Some funds will be used towards the purchase of Kelso Choices and Second Step.</i>                                       |   |  |
| <b>Progress:</b>   | Progress Monitoring Status: Has Begun  |   |  |
| <b>Tasks/Action Steps:</b><br>Describe the action steps that will be taken to support this strategy. | 1) Identify and collect data on problem solving behaviors and identify patterns and areas of growth with the school 2) Develop training and provide coaching to staff on classroom interventions, behavior modification, classroom structures and student engagement 3) Collect data on problem behaviors which impact instruction using MTSS (PBIS) reports   |   |  |
|  | <b>Evidence:</b><br>(Identify documents and artifacts)   | 1) MTSS data 2) Agenda 3) Classroom walk-through data                             |  |
|  | <b>Person(s) Responsible:</b>  | Principal, Instructional Coach, Program Services (Central Services)               |  |
|  | <b>Timeline:</b>   | Ongoing 2015-2016   |  |
|  | <b>Budget Amount: (if applicable)</b>  | Budget Source: (if applicable)  |  |
| <b>Strategy #2:</b><br>Describe the strategy that will support this goal                             | <i>School wide recognition programs.<br/>Lion's Tickets will be used for daily recognition of academic and behavioral excellence. Monthly PBIS Celebrations encourage the development of positive character traits. Discipline data is collected monthly to determine this award. Quarterly, awards programs recognize the academic achievement of students grades K-5. Funds will be used to purchase incentives, which will allow the staff to offer schoolwide academic recognition programs.</i> |   |  |
| <b>Progress:</b>   | Progress Monitoring Status: Has Begun  |   |  |
| <b>Tasks/Action Steps:</b><br>Describe the action steps that will be taken to support this strategy. | 1) Identify and collect data on problem solving behaviors and identify patterns and areas of growth with the school 2) Develop training and provide coaching to staff on classroom interventions, behavior modification, classroom structures and student engagement 3) Collect data on problem behaviors which impact instruction using MTSS (PBIS) reports   |   |  |
|  | <b>Evidence:</b><br>(Identify documents and artifacts)   | 1) MTSS data 2) Agenda 3) Classroom walk-through data 4) Celebration/recognitions |  |
|  | <b>Person(s) Responsible:</b>  | Principal, Instructional Coach, Program Services (Central Services)               |  |
|  | <b>Timeline:</b>   | Ongoing 2015-2016   |  |
|  | <b>Budget Amount: (if applicable)</b>  | \$5,000   | Budget Source: (if applicable) Title I |
| <b>Strategy #3:</b><br>Describe the strategy that will support this goal                             |  |   |  |
| <b>Progress:</b>   | Progress Monitoring Status: Has Begun  |   |  |
| <b>Tasks/Action Steps:</b><br>Describe the action steps that will be taken to support this strategy. |  |   |  |
|  | <b>Evidence:</b><br>(Identify documents and artifacts)   |   |  |
|  | <b>Person(s) Responsible:</b>  |   |  |
|  | <b>Timeline:</b>   |   |  |
|  | <b>Budget Amount: (if applicable)</b>  | Budget Source: (if applicable)  |  |

P.W. Moore Elementary  
3 Year Data Table

|                          | 2013 |       |       | 2014 |       |       | 2015 |       |       |
|--------------------------|------|-------|-------|------|-------|-------|------|-------|-------|
|                          | All  | Black | White | All  | Black | White | All  | Black | White |
| Reading                  |      |       |       |      |       |       |      |       |       |
| Grade 3                  | 19.1 | 14.8  | 25    | 50   | 44.7  | 66.7  | 45.7 | 42.4  | 50    |
| Grade 4                  | 17.9 | 8.3   | 46.2  | 27.3 | 20.7  | 42.9  | 55.4 | 51.3  | 60    |
| Grade 5                  | 21.4 | 19.4  | 42.9  | 34.5 | 27.5  | 50    | 25   | 20.7  | 28.6  |
| <b>Total Reading EOG</b> | 19.2 |       |       | 38   |       |       | 43.2 |       |       |
| Math                     |      |       |       |      |       |       |      |       |       |
| Grade 3                  | 23.4 | 7.4   | 37.5  | 61.4 | 59    | 66.7  | 41.3 | 39.4  | 50    |
| Grade 4                  | 28.4 | 20.8  | 38.5  | 29.5 | 17.2  | 42.9  | 39.3 | 33.3  | 60    |
| Grade 5                  | 38.1 | 29    | 85.7  | 27.6 | 20    | 41.7  | 15.9 | 10.3  | 28.6  |
| <b>Total Math EOG</b>    | 29.5 |       |       | 40.3 |       |       | 32.9 |       |       |
| Science                  |      |       |       |      |       |       |      |       |       |
| Total Grade 5 Science    | 23.8 | 19.4  | 57.1  | 31   | 22.5  | 50    | 20.5 | 13.8  | 28.6  |
| Overall Composite        | 2013 |       |       | 2014 |       |       | 2015 |       |       |
|                          | 24.3 |       |       | 37.9 |       |       | 35.7 |       |       |