

Increase overall student performance from a *D* to at least a *C or higher* (65% overall for all students) in **May 2016.**

	All students	Black students
2013	31%	18%
2014	44%	34%
2015	46%	38%

Reading

	All students	Black students
2013	24%	14%
2014	44%	36%
2015	45%	34%

Math

	All students	Black students
2013	39%	26%
2014	48%	38%
2015	47%	41%

Science

	All students	Black students
2013	23%	6%
2014	36%	21%
2015	48%	42%

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/>.

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.

District Name:	School Name:	School Code:	Year:
Elizabeth City-Pasquotank Public Schools	Sheep Harney Elementary	324	2015-2016
Principal Name (or Designee)	Katina Waples	Principal Name (or Designee) Email kwaples@ecpps.k12.nc.us	
School Mission	Soaring to achievement together through the lens of creative arts.		
School 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 21st Century learners.		
<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 <i>We have a shared vision, mission and plan; highly qualified and willing staff. Our student population which includes 531 students (258 males & 278 females) grades PreK-5 with 82% of our students receiving Free & Reduced Lunch. Our students performance on NC EOGs tests are lower than we would like (overall 45% in 2015 and 38% for our Black students). (Please see the attached document with the 3 year NC EOG trend results). Likewise, the behavior referrals are higher than we would like (282 behavioral referrals and 92 loss of instructional days) and our parent involvement is lower than we would like (approximately 25-30% attendance at Title 1 events during the 2014-2015 school year). The School Improvement Team (SIT) recognizes there is a problem and a need for growth in these areas: overall academic performance, student behavior, and parental involvement. Currently, There is a significant amount of expertise in the teacher leadership roles and this needs to be shared vertically and horizontally among the grade levels. As a SIT team, we have a shared vision and plan but the level of expectations throughout the building has been varied and inconsistent. There has been a lack of accountability for students and staff, inconsistencies with utilizing best practices, character education, and classroom management across the leadership staff and the instructional staff. There has also been a lag in regards to inconsistent discipline data reports through PowerSchool in the past. As a SIT team, our focus is to improve student learning and overall academic performance by providing our students with data-driven and small group instruction, improve our school-wide behavior management practices, and continuing to build strong relationships with our students' families and the community.</i></p>			

District Name:	School Name:		School Code:	Year:
Elizabeth City-Pasquotank Public Schools	Sheep Harney Elementary		324	2015-2016
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<p><i>Increase overall EOG scores in grades 3-5 from 46% proficiency in 2015 to 65% by June 2016.</i></p> <p><i>Increase overall Reading EOG scores in grades 3-5 from 45% in 2015 to 65% by June 2016.</i></p> <p><i>Increase overall Math EOG scores in grades 3-5 from 47% in 2015 to 65% by June 2016.</i></p> <p><i>Increase overall Science EOG scores in grades 3-5 from 48% to 65% by June 2016.</i></p>			
Progress:	SBE Goal Alignment:	Goal 2: Every student has a personalized education.		
	LEA Goal Alignment:	Elizabeth City Pasquotank collects a variety of data related to student learning, instructional effectiveness and educator effectiveness, and uses the results for continuous improvement.		
	Indistar Indicator: (if applicable)			
Progress:	Progress Monitoring Status:	Has Begun		
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<p><i>Decrease school referrals from 282 in 2014-2015 school year and 92 loss of instructional days by 20% (goal is no more than 226 referrals & 74 loss of instructional days) by June 2016.</i></p>			
Progress:	SBE Goal Alignment:	Goal 2: Every student has a personalized education.		
	LEA Goal Alignment:	The belief and vision provide direction for the school and district and will be communicated to all stakeholders.		
	Indistar Indicator: (if applicable)			
Progress:	Progress Monitoring Status:	Has Begun		
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<p><i>Increase parental involvement from 25-30% attendance at Title 1 events during the 2014-2015 school year to at least 50% by June 2016.</i></p>			
Progress:	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:	Shared leadership among stakeholders ensures satisfaction of the level and type of learning students are experiencing.		
	Indistar Indicator: (if applicable)			
Progress:	Progress Monitoring Status:	Has Begun		

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GOAL #1:	<p>Increase overall EOG scores in grades 3-5 from 46% proficiency in 2015 to 65% by June 2016.</p> <p>Increase overall Reading EOG scores in grades 3-5 from 45% in 2015 to 65% by June 2016.</p> <p>Increase overall Math EOG scores in grades 3-5 from 47% in 2015 to 65% by June 2016.</p> <p>Increase overall Science EOG scores in grades 3-5 from 48% to 65% by June 2016.</p>		
Strategy #1: Describe the strategy that will support this goal	<p>Analyze EVAAS and MClass data to provide guidance and prioritize instructional needs for all students.</p> <p>Use EVAAS, MClass, formative, and summative data to create plans to support and meet the instructional needs of all students. Use this data in grade level meetings, vertical & horizontal planning meetings, and individualized meetings with administrators and teachers to monitor and drive instruction.</p> <p>Utilize plans: P.E.P.s; I.E.P.s; D.E.P.s; 504s, intervention plans to design instruction to meet the needs of individual students.</p> <p>Analyze school level data from benchmark assessments and target specific students for individualized intervention. Revise</p>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<ol style="list-style-type: none"> 1. Utilize plans: P.E.P.s; I.E.P.s; D.E.P.s; 504s, intervention plans to design instruction. 2. Special Populations Day to communicate plans to appropriate staff 3. Provide professional development to design differentiated interventions/lessons to meet the needs of students based on analysis 4. Include connect staff for arts integrations (A+) 5. Decrease class size 6. Provide experience & support for curriculum 		
Evidence: (Identify documents and artifacts)	lesson plans, Data (formative and summative: EVAAS, MClass, classroom, & grade level common assessments), minutes from data team meetings, individualized data meetings with administrators and teachers, data wall, data notebooks		
Person(s) Responsible:	Teachers, administrator, School Improvement Team, Central Office Program Services Team		
Timeline:	August-June		
Budget Amount: (if applicable)	Budget Source: (if applicable)		
Strategy #2: Describe the strategy that will support this goal	<p>Implement and monitor small group guided Reading and Math groups in grades K-5 based upon data analysis from pre-tests, benchmarks, classroom, & grade level common assessments designed to meet the individual instructional needs and strengths of every student</p>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<ol style="list-style-type: none"> 1. Provide ongoing professional development on guided reading and math 2. Model and guide teachers for support 3. Ensure that all classrooms grades K-5 are teaching Reading and Math in small, differentiated groups. 4. Administrator and teachers will have 1:1 data meetings at least once per quarter in order to review student performance, behavioral needs, instructional practices, & staff development needs and strengths. 5. Revise instructional practices as needed based upon these data meetings and instructional needs of every student. 		
Evidence: (Identify documents and artifacts)	classroom walkthrough data, professional development documentation, lesson plans		
Person(s) Responsible:	Teachers, administrator, School Improvement Team, Central Office Program Services Team		
Timeline:	August-June		
Budget Amount: (if applicable)	Budget Source: (if applicable)		
Strategy #3: Describe the strategy that	<p>Utilize PLCs, school level coach, staff meetings based on teacher needs for coaching, analyzing data, observing, reflecting, and using instructional time as efficiently as possible.</p>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<p>1>Data meeting 1:1 with administrator, Special Populations Day to communicate plans to appropriate staff, Visits by program support services team from Central Office 2) Provide school level coach to facilitate instructional initiatives at Title I schools.</p>		
Evidence: (Identify documents and artifacts)	Agenda from weekly horizontal planning, support sessions with principal, data wall, walkthrough data and feedback, district grade level meeting materials		
Person(s) Responsible:	teachers, administrator, School Improvement Team, Central Office Program Services Team		
Timeline:	August-June		
Budget Amount: (if applicable)	Budget Source: (if applicable)		

District Name:	School Name:	School Code:	Year:
Elizabeth City-Pasquotank Public Schools	Sheep Harney Elementary	324	2015-2016
GOAL #2:	Decrease school referrals from 282 in 2014-2015 school year and 92 loss of instructional days by 20% (goal is no more than 226 referrals & 74 loss of instructional days) by June 2016.		
Strategy #1: Describe the strategy that	Provide staff development and support for classroom management practices, instructional best practices, & PBIS		
Progress:	Progress Monitoring Status:	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 modification, classroom structures and student engagement.		
Evidence: (Identify documents and artifacts)	NCEES evaluation reports, lesson plans, data notebook, student flex groups, Educators Handbook app		
Person(s) Responsible:	Teachers, Principal, District Coaches, Dianne Meiggs, Renee Harris, Program Services Team		
Timeline:	August - June		
Budget Amount: (if applicable)	\$12,000	Budget Source: (if applicable)	Title 1
Strategy #2: Describe the strategy that will support this goal	1. Provide ongoing PBIS training to all staff and students as needed to proactively address behavioral trends. 2. Analyze classroom management practices during walkthroughs and interactions between staff and student discipline referrals. 3. Provide classroom management training, modeling, and support to teachers as needed. 4. Hold behavioral conferences with administration, staff, parents, & students as needed designed to address behavioral concerns and plan for successful resolutions including making revisions to IEP and 504 Plans as needed to ensure student success. 5. Review behavioral referrals with staff monthly at SIT meetings or as needed		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Identify and collect data on problem behaviors and identify patterns and areas of growth within the schools receiving less than grade of C		
Evidence: (Identify documents and artifacts)	1. Artifacts attached to PDP 2. Teacher satisfaction survey 2 times a year 3. Analysis of discipline referrals (monthly at SITE meetings)		
Person(s) Responsible:	Principal, Dianne Meiggs, Renee Harris, Program Services Team		
Timeline:	August-June		
Budget Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #3: Describe the strategy that	Create professional conversations through horizontal and vertical PLCs and information sharing		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Utilize grade level, horizontal, and vertical team meetings as well as faculty meetings to address the strengths, weaknesses, and the goals associated with our school discipline practices and the data.		
Evidence: (Identify documents and artifacts)	Discipline data, office referrals, team meeting agendas, professional development documents		
Person(s) Responsible:	Teachers, Principal, District Coaches, Dianne Meiggs, Renee Harris, Program Services Team		
Timeline:	August-June		
Budget Amount: (if applicable)		Budget Source: (if applicable)	

District Name:		School Name:		School Code:		Year:	
Elizabeth City-Pasquotank Public Schools		Sheep Harney Elementary		324		2015-2016	
GOAL #3: Increase parental involvement from 25-30% attendance at Title 1 events during the 2014-2015 school year to at least 50% by June 2016.							
Strategy #1: Describe the strategy that							
Progress:		Progress Monitoring Status:		Has Begun			
1. Continue to build relationships between the SHES Social Committee and the community							
2. Analyze Survey data 3. At least 3 positive phone calls/contacts from teachers to family members per school year (September, January, & June).							
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		Evidence: (Identify documents and artifacts)		parent survey, agendas and notes from Social Committee meetings, teacher contact logs, school calendar, written and verbal feedback			
Person(s) Responsible:		Committee members, teachers, principal					
Timeline:		August-June					
Budget Amount: (if applicable)		Budget Source: (if applicable)					
Strategy #2: Describe the strategy that							
Progress:		Has Begun					
1. Update our website weekly							
2. Utilize various methods of communication (newsletters, Connect phone calls, classroom-home communication, etc.)							
3. Communicate student performance with parents via parent-teacher conferences, meet and greet, open house, & Parent Portal through PowerSchool.							
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		Evidence: (Identify documents and artifacts)		updated website, newsletters, connect calls, logs of communication, parent portal, parent survey, verbal and written feedback from visitors, customer service model			
Person(s) Responsible:		Teachers and administrators					
Timeline:		August-June					
Budget Amount: (if applicable)		\$3,000		Budget Source: (if applicable)			
Title I							
Strategy #3: Describe the strategy that							
Progress:							
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.		Evidence: (Identify documents and artifacts)					
Person(s) Responsible:							
Timeline:							
Budget Amount: (if applicable)		Budget Source: (if applicable)					