

Comprehensive Needs Assessment 2017-2018

School Reform

A) Describe demographics and characteristics of school community.

- Current student population is 520 students down from 560 in 2016-2017
- Gender
 - 303- Males
 - 257- Females
- Student racial/ethnic breakdown:
 - <1% American Indian
 - <1% Asian
 - 2% Bi-Racial
 - 18% White
 - 38.5% Hispanic
 - 40% Black
- Student poverty rate: 88.61%
- Bus ridership: 87%
- 100% of our 43 teachers were fully licensed in 2016-2017
- 97% of our teacher (42/43) were Highly Qualified in 2016-2017
- 6% of our teachers had advanced degrees for the in 2017-2018
- Teacher turnover rate between 2016-2017 to 2017-2018 was 34%

B) Stakeholder's Perspective (In School Survey Data) * School will be required to conduct two in house surveys per year or complete the TWC Survey that will include feedback from students, parents, and staff.

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Summary of results:

Teacher Working Conditions Survey

We SIT) analyzed the teacher working conditions survey and discussed solutions to increase the percentages. Looking at the survey, we identified the questions which showed the most significant drop from the fall to the spring survey. As a result, we as a team decided the following:

Q3.1 f (*Teachers have sufficient access to a broad range of professional support personnel.*) Last year, we only had one instructional coach and we had more new staff members. Planning more professional development for the upcoming school year.

Q4.1 b (*This school maintains clear, two-way communication with the community.*) Connect Ed messages and teachers use the communication technology. K-4 grades will use "Class DoJo". 5-8 will use the "Remind 101" to maintain a two-way communication.

Q4.1 c (*This school does a good job of encouraging parent/guardian involvement.*) We as a school will now have more of a social presence "Twitter" and "Facebook". Invite more parents to be more involved. Ask PTA to recruit for more members and to be more active. Suggested that PTA have a table to recruit during our open house and other school functions.

Q4.1 f (*Parents/guardians support teachers, contributing to their success with students.*) Teachers will be involved with the students' extracurricular activities. We as the school will have more of a social media presence. We will need to encourage the "PCS app" so parents can receive notifications.

Q5.1 d (*School administrators consistently enforce rules for student conduct.*) Admin along with the PBIS team will look at what discipline problems should be taken care of in the classroom and what should be taken care of by admin. Teachers will continue to email Mr. Castillo and Ms. Jones when teachers have written up a student in Educator's Handbook.

Q6.1 e (*The faculty has an effective process for making group decisions to solve problems.*) The SIT meeting minutes will be shared with faculty and staff. Have a place on the SIT Meeting for resolutions to issues. Also have a place for SIT to discuss data at meetings. Counselor will provide to attend meetings for attendance issues. Make sure issues are filtered before they come to SIT.

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Q6.1 f (*In this school we take steps to solve problems.*) Admin recognizes this is an area we need to help and clarify. There was a discussion about communicating with teachers about students and their discipline consequences. The resolution was that an email will be sent to all faculty and staff members at the end of the day.

Q7.1 a (*There is an atmosphere of trust and mutual respect in this school.*) Social gatherings will be planned to help cultivate relationships.

Q7.1 c (*The school leadership consistently supports teachers.*) Team found that administration can support teachers mainly through discipline. Add more information to the Week at a Glance. More information should be given, especially with the number of new staff members.

Q7.1 g (*Teachers receive feedback that can help them improve teaching.*) Provide communication about student discipline. Also enforcing PBIS.

Q8.1 g (*Teachers collaborate to achieve consistency on how student work is assessed.*) There should be more discussion about instructional practices. Data shared, but more strategies should be discussed. Teachers should come to PLC's prepared, be a en ve, and prepare for feedback.

Q9.1b (*An appropriate amount of time is provided for professional development.*) Schedule more PD me for the upcoming year. Q9k - Communicate with staff about Data, SIT communicate more with staff.

C) Describe the process used for data collection and analysis including the participation and sharing with appropriate stakeholders (including parents).

- Our School Improvement Team, including parent representatives, will review data, share data, and develop a School Improvement Plan through NCStar to address areas of needed improvement. The plan will be posted on the district website

Summary Analysis: Subgroups

Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction (TWC), instructional practices and student learning(from walk-throughs/observation).

Sub Group Data

	ALL	BLACK	HISP	WHITE	EDS	SWD	AG	LEP		
State-Reading	57.7	39.6	43.9	70.6	42.5	21.1	>95	16.3		
Pactolus Reading	36%	26%	38.2%	48.6%	35.4	8.1	>95	17.1		
State-Math	55.4	35.7	47.2	67.3	40.8	20.9	>95	27.8		
Pactolus Math	38%	21%	50.7%	43.2%	38.2%	8.1%	93.3%	42.9%		

D) Summary of Student's Data

- Did Not Meet Growth Overall on 2016-2017 EOG testing
- -2.17 Growth Index
- -3.3 Growth in Math
- .2 Growth in Reading
- 1.1 Growth in 5th Grade Science
- 1.7 Growth in 8th Grade Science
- Overall EOG Proficiency: 40.98 %
- Math Proficiency: 38.2 %
- Math 1: 85.71 %
- Reading Proficiency: 35.5 %
- Science Proficiency (5th and 8th Grades) 59.3 %

1) What does the analysis tell you about your school strengths?

For the second straight year Pactolus performed better in Math than Reading in terms of proficiency. In terms of growth, our math students had negative growth specially in 6th and 4th grade. In Math 1 Pactolus increased its level of proficiency by 12.71% points, but had negative

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growth. Our Science scores continue to grow overall. We also had a very slight growth in Reading, 8th grade had the highest growth of any content area at Pactolus.

2) What does the analysis tell you about your school's gap or opportunities for improvement?

In Math Pactolus decreased its level of proficiency by 3% points. In Reading Pactolus decreased its level of proficiency by 2.5% points. In Science Pactolus decreased its level of proficiency by 6.3% points. Pactolus is still well behind the state average on proficiency performance. The overall EOG level of proficiency decreased by 1.89% points. Pactolus Did Not Meet Growth. The Reading and Math proficiency and achievement gaps for our Black, EDS, SWD and LEP groups continue to be of particular concern. Currently our largest group with the widest achievement gap is the African-American student population (40%), which has a proficiency of 26% in Reading and 21% in Math as compared to 48.6% in Reading and 43.2% in Math of our White population; also compared to the Hispanic population which has a proficiency of 38.2% in Reading and 50.7% in Math. The group that continues to have the largest Achievement Gap discrepancy with our White population is the SWD population, which has 8.1% in Reading and 8.1% in Math. It was also noticed that in general across the board in all subject areas our White and Hispanic population performed better than our African-American population. These are the areas in which we are looking to continue to make improvements. Also our female population performed significantly better (20% or better) in both Reading and Math at the 8th grade level. When we looked at the data we chose to look at discrepancies that were 15% or larger when it came to GLP.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR:

Data Sources Reviewed:

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Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Student Achievement	<ul style="list-style-type: none">• <i>Science scores have exceeded both Reading and Math scores for the past 2 years.</i>• <i>Math 1 students have performed better than previous year's group.</i>• <i>3rd grade Math scores increased 10% points</i>• <i>8th grade ELA had the highest growth than any other content area.</i>• <i>Overall Pactolus did not meet growth (-2.17).</i>	<ul style="list-style-type: none">• <i>We need to continue to make gains in both Math and Reading. We need to address the needs of all students, and particularly those in the subgroups where the achievement gaps are the widest.</i>• <i>Increase support in Reading and Math instruction and redmediation.</i>• <i>Currently Pactolus has an overall proficiency of 35.5% in Reading and 38.2% in Math, well below state averages</i>	<ul style="list-style-type: none">• <i>Funds will be used to maintain the second C.A.R.E teacher and maintain the use a third C.A.R.E instructor focused on writing by way of a retired teacher.</i>• <i>Funds will also be used to provide instructional support and remediation at the 3rd grade level by the way of a retired teacher (3x per week 8am-3pm).</i>• <i>Funds will be allocated to provide instructional support via a retired teacher assistance in 2nd grade (5x per week 8am-12pm).</i>• <i>Funds will also be used to provide instructional support and remediation at the 4th and 5th grade level by the way of a retired teacher (3x per week 8am-3pm).</i>• <i>Funds will also be used to provide a second Instructional Coach for support K-8.</i>• <i>Funds will also be used to allocated instructional support and remediation slipt between the 3rd and 2nd grade level (5x per week 8am-12pm).</i>
School Culture and Climate	<ul style="list-style-type: none">• <i>Diverse faculty and staff</i>• <i>Eager to lead and looking for oppourtinties for growth and fellowship</i>	<ul style="list-style-type: none">• <i>Commnication gap between theschool and the home.</i>• <i>Teacher morale and fellowship is low</i>• <i>Teachers feel the need for leadership opportunities</i>• <i>Large teacher turnover</i>	<ul style="list-style-type: none">• <i>Funds will also be used to allocated to provide students, teachers, and parents with a Hispanic Community Liaison person to help bridge the gap between the school and the home.</i>• <i>Funds will be used to provide opportunities to promote teacher fellowship in order to increase morale.</i>

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Staff Quality/ Professional Development	<ul style="list-style-type: none">• Already established PLC protocols• Staff eager for PD	<ul style="list-style-type: none">• <i>Staff needs targeted Professional Development focused on skill, experience, and need.</i>	<ul style="list-style-type: none">• <i>All staff hired to provide support, will be highly qualified.</i>• <i>Funds will also be used to provide instructional materials required at and after Professional Development.</i>• <i>Funds will also be used to attend PD at ECU for Mursion Training</i>
Curriculum, Instruction, Assessment	<ul style="list-style-type: none">• We will be having 2 instructional coaches• Schedule has been changed to provide more time for teacher planning	<ul style="list-style-type: none">• <i>Staff needs more time to plan and work with each other and instructional coaches.</i>• <i>Need for an increase in teacher walk-throughs and evaluations.</i>	<ul style="list-style-type: none">• <i>Funds will also be used to purchase instructional resource material for all ELA teachers and students 3rd through 8th grade</i>• <i>Funds will be used to provide PD for administration on instructional assessment and development.</i>• <i>Funds will be allocated to provide a K-2 Instructional Quality Analysis. To assess the quality of literacy instruction at the k-2 levels.</i>
Family and Community Involvement	<ul style="list-style-type: none">• Various events are offered• Good turnouts at Principal Luncheons	<ul style="list-style-type: none">• <i>More opportunities for collaboration with parents and community</i>	<ul style="list-style-type: none">• <i>Funds will be used to to continue to provide materials and opportunities for the Principal Luncheon Community Meetings, Curriculum Round-Up, Career Day, Report Card Pick-Up Nights.</i>
MTSS System	<ul style="list-style-type: none">• None, with such a high teacher turn over...all staff needs to be trained.	<ul style="list-style-type: none">• <i>With the high number of turnover the staff needs opportunity to learn about MTSS framework.</i>	<ul style="list-style-type: none">• <i>The additional support staff will also be utilized to help provide students with the Multi-Tier System of Support according to their Tier level.</i>
Technology	<ul style="list-style-type: none">• Entire school is wired for technology.	<ul style="list-style-type: none">• <i>Not all classrooms have full access to technology or fully functioning technology.</i>	<ul style="list-style-type: none">• <i>Funds will also be used to allocated to ensure every classroom has a working SmartBoard and/or projector.</i>