

## Comprehensive Needs Assessment-2017-2018

### School Reform

#### **A) Describe demographics and characteristics of the school community.**

Wahl-Coates Elementary School is a K-5 grade building located 5 blocks from East Carolina University. The enrollment at Wahl-Coates for this school year (2017-2018) totals 381 students (As of August 28, 2017) with an African American population of 71%, Caucasian population of 15%, Hispanic/Latino population of 8%, all other racial groups comprise 6% of the total population. Students identified with disabilities constitute 27% of our student body, a total of 97 students. Our economically disadvantaged population who qualify for free and/or reduced lunch is over 80%. The school will participate in the comprehensive school breakfast and lunch program starting this school year where all students will receive free breakfast and lunch. The majority of our students have issues on a daily basis that have a direct impact on their academic performance. Many of our students are faced with challenges from external outside factors beyond their control. For this reason, our school was selected to become a school with comprehensive free breakfast and lunch. Our staff consists of 37 teachers, 16 Special Education teacher assistants and 6 regular education teacher assistants. Twelve of our teachers hold a Master's Degree and six have their National Board Certification. We have 15 Beginning Teachers and 22 teachers who have career status. Our teachers are well-trained, knowledgeable and are devoted to meeting the needs of our students. Through our PBIS program, we are focusing on collaboration among students, staff, families, the community, and local businesses. Parent participation among our economically disadvantaged and/or African American population is poor. Our School Improvement/Title 1 plan has been developed with strategies that will address these issues and will hopefully bring about a positive change in our school community beginning with the development and expansion of our Parent Booster Club.

One of the biggest challenges for us this year (2017-18) has been our transient population in that we had over 50 students transfer in or out of our school during the last school year. At day 20 of the 2016-17 school year our student population was 409 and our current population is 381. We expect more Kindergarten enrollment in the coming weeks. Some of this increase is due to Wahl-Coates being an "Open-Enrollment" school and we are transitioning into an Arts Infusion School with full implementation beginning this school year.

**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.**

**Summary of results:**

For the 2016-17 School Year we used the AdvancED Climate Surveys and those results have indicated that more effective communication was the major concern with parents and teachers. Teachers indicated (29%) felt that we needed more consistent discipline procedures. Our discipline data also confirms this trend as we went from 58 suspensions for the 2015-16 school year to 214 suspensions during the 2016-17 school year. We have instituted a PBIS program, ISS, and a Behavioral/ Academic Tutor this year to help work with students to keep students in school and to more proactively change behaviors. We have established a new website, and have increased our postings on our Facebook page which has been met with positive informal feedback already. In addition, our newly established Parent Booster Club will meet monthly to be more inclusive, and to partner with parents to get them involved in our school. We will continue to utilize AlertNow Connect 5 phone messaging to keep parents well-informed.

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

The Fall 2016 Climate Survey was open to our parents through online means, as well as paper copies provided in the office. These surveys were anonymous. Students in grades 3, 4 and 5 participated in the school’s climate survey provided online by AdvancED. Survey results will be shared at Faculty and SIT Meetings as well as with the district. Parents will be informed through their SIT parent representatives.

We began to share the results with our staff upon receipt of the results and we shared with our parents the results at the Parent retreat last Spring. We will continue to discuss last year’s results in the parent meetings so that we can better communicate with our parents which was a concern. We also utilized the previous year’s Teacher Working Conditions Survey from Spring 2016 in our discussions with staff.

**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	EC	
State-R	Not in	Not in	Not in	Not in	Not in	Not in	Not in	Not in	Not in	
CCR-R	33.5	24.5	27.3	69.6	26.7	16	<10	<10	16	
GLP-R	41.8	33.6	45.5	69.6	35.1	24	<10	<10	24	
State-M	Not in	Not in	Not in	Not in	Not in	Not in	Not in	Not in	Not in	
CCR - M	30.4	21.8	45.5	56.5	22.4	16	<10	<10	16	
GLP - M	41.1	32.7	72.7	60.9	33.6	24	<10	<10	24	

**D) Summary of Student’s Data**

- Met Growth in both areas of reading and mathematics in 2013-2014, 2015-16
- Met High Growth in both areas of reading and mathematics in 2014- 2015, 2012-2013, and 2011-2012.
- 2016-17 Discipline Data shows an increase in out of school suspensions from 58 (2015-16) to 214 (2016-17).
- Did NOT meet growth during the 2016-17 school year

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

Our teachers have worked hard putting strategies in place to increase student growth and proficiency. Our staff chose to implement ISS and to hire an Academic Tutor/Progress Coach to assist struggling children. Our staff does a great job in analyzing data but we will work harder to get the discussion to the student-level where we identify the skills that need improving in reading and math.

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

Our current testing data informs us that we have been closing the achievement gap between the state average and our average test scores in almost all of our subgroups the previous two years. However, the past school year we had an overall approximate decrease of 9% in achievement overall. This is a steep downward trend compared to the past two school years. In addition, there is approximately a 30% disparity between our Caucasian students and our African American students in both Reading and Math EOG's as reported from data from last school year. One of the difficulties that we face is that our population seems to increase and decrease from one school year to another. We also have an overall EC population of approximately 25% of the total student population. We have 10 EC Classrooms, (2 Resource classes, 2 AU Centers-Based classrooms, 1 AU self-contained class, 3 IDS classes and 2 IDMO classes).

We are concerned about our African American Population and upper level students not making the growth needed. We are strengthening our Action Plan from the July 30, 2017 data review meeting. Staff schedule changes will continue to be put into place to support student achievement across the entire school. We have become a total PLC school (Including the Arts), which allows for a 45-minute PLC time weekly for each grade level and encore. This year our ARTS teachers will have a common planning and will meet in a weekly PLC Meeting with administration and classroom teachers. Our teachers are planning together, including integrating the ARTS, creating common formative assessments, and using the data collected to determine intervention activities and additional instructional support. We have initiated school-wide expectations, which included a PBIS matrix that will be viewed daily for the first two weeks and at additional times throughout the school year. This PBIS Matrix is posted in every class and around the school. As mentioned we are transitioning into an ARTS Immersion School with full implementation beginning for the 2017-18 school year. This includes a new Theater Teacher as an encore for grades K-5. We will continue to collect data through our common formative assessments, Read 3D, Accelerated Reader, Accelerated Math and iStation. Consistent progress

**School: Wahl-Coates Elementary**

**Date: August 28, 2017**

monitoring is essential in the fidelity of these programs. Our discipline data report showed a significant increase in out of school suspensions from the 2015-16 school year to the 2016-17 school year. The data noted that our school increased from 58 out of school suspensions to 214 out of school suspensions. The data indicates that we need to do a better job of meeting the social emotional needs of the students that are resulting in the out-of-school suspensions, in order to help students be successful academically. As a result of our findings we will look to hire a part-time tutor/mentor to work with at-risk students and partner with the newly hired ISS coordinator. They will work with teachers, students, and parents to meet the academic, social, and behavioral needs of our students that are negatively impacting academic performance.

As we have made great strides to close the achievement gap, we need to continue to sustain that effort. We feel that by adding rigor and the ARTS into a positive classroom climate we can better meet the needs and goals of our students. With the changes over the past two years in our demographics, we may not have a “white-subgroup” this testing season. Therefore, we may not show gaps but will still strive to increase all students’ growth and proficiency.

Our Title 1 plan is based on increasing growth for our low and middle-high students. We will continue to implement the “Pirates In Action” after school program that allows students to enroll in 1-hour integrated product-based courses over two 8-week sessions. Teachers apply with their course ideas and 9 classes will be offered each week with a total of approximately 90 slots filled weekly. Our focus school plan also includes sending a team to the Collaborative Conference this year as it proved valuable 2 years ago. In addition, we will put into practice PBIS strategies to better motivate students to perform well academically and socially.

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**

**SCHOOL YEAR:**

<b>Data Sources Reviewed:</b>			
<b>Area Reviewed</b>	<b>Summary of Strengths What were the identified strengths?</b>	<b>Summary of Needs What were the identified needs?</b>	<b>Priorities What are the priorities for the campus, including how federal and state program funds will be used?</b>
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>Met Growth in both areas of reading and mathematics in 2013-2014, 2015-16</li> <li>Met High Growth in both areas of reading and mathematics in 2014- 2015, 2012-2013, and 2011-2012.</li> <li>2016-17 Discipline Data shows an increase in out of school suspensions from 58 (2015-16) to 214 (2016-17).</li> </ul>	<ul style="list-style-type: none"> <li>Did NOT meet growth during the 2016-17 school year</li> <li>Black sub-group 25% gap compared to other subgroups.</li> </ul>	<p>Decrease the achievement gap between/among black students and other sub-groups by utilizing a tutor/academic progress coach. In addition, we will be integrating the common core curriculum into the ARTS curriculum this year. We will continue our Pirates in Action after school program each semester this year. We will establish a leadership group for at-risk girls and boys and will meet once per week beginning in September 2017-May 2018.</p>
<b>School Culture and Climate</b>	<ul style="list-style-type: none"> <li>Full implementation of Wahl Coates Elementary as a school of the ARTS</li> </ul>	<p>We will strengthen the ties between school and home through better communication, inclusion of parents in our newly formed parent</p>	<ul style="list-style-type: none"> <li>Title 1 night</li> <li>Math night</li> <li>Parent Booster club meetings</li> </ul>

	<ul style="list-style-type: none"> <li>● Addition of Theater as an encore</li> <li>● Continuation of Strings program from 2nd through 5th grades</li> </ul>	<p>booster club, and organize a parent learning exchange with our parents and teacher leaders.</p>	<ul style="list-style-type: none"> <li>● Tech. night</li> <li>● Book Fair</li> <li>● Science Fair Parent celebration</li> <li>● Partnership with St. James Church</li> <li>● Partnership with ECU / ARTS</li> </ul>
<p>Staff Quality/ Professional Development</p>	<ul style="list-style-type: none"> <li>● Common Core</li> <li>● Creating a Positive Classroom Environment and Climate</li> <li>● Rigor, (Learning Focus), and PBIS on-going training/committee meetings</li> <li>● PLC</li> <li>● Canvas</li> <li>● Strategies for Teaching with Poverty in Mind</li> <li>● Close Reading</li> <li>● Power Standards</li> <li>● iStation</li> <li>● Collaborative Conference (March 2018)</li> <li>● Arts Integration (Book Study) “Integrating the ARTS Across the Content Areas”</li> </ul>	<p>The staff will get continuous training in integrating the arts. We will get to the student level to find strengths and weaknesses in Math and ELA. We need to attain Accelerated Math to enhance math instruction and to identify areas of student concern.</p>	<ul style="list-style-type: none"> <li>● Collaborative Conference in March 2018</li> <li>● Book Study: <u>Integrating the Arts into the Content Areas</u></li> <li>● working closely with district curriculum specialists especially math and ELA</li> </ul>

<p><b>Curriculum, Instruction, Assessment</b></p>	<p>All programs used with fidelity, adequate progress monitoring, and evaluative measures at the end of the school year to determine influences of success.</p> <ul style="list-style-type: none"> <li>● Read 3-D instructional support</li> <li>● Study Island</li> <li>● Accelerated Reader</li> <li>● Accelerated Mathematics</li> <li>● Letterland</li> <li>● iStation</li> </ul>	<p>Teachers need to be trained in the area of Accelerated Math. Our Beginning teachers (especially year 1 teachers) need to be trained in all of the areas listed as strengths.</p>	<ul style="list-style-type: none"> <li>● Instructional coach will set up training with BT's</li> <li>● Substitute resources will be used so that BT's and (if needed) veteran teachers could observe best practices from master teachers in Math and ELA</li> <li>● Collaborative conference will assist in better meeting the needs of students</li> </ul>
<p><b>Family and Community Involvement</b></p>	<ul style="list-style-type: none"> <li>● Parent Volunteers</li> <li>● Make a joint effort to join Title I events with other school events</li> <li>● Starting up the WC Pirate Boosters</li> <li>● 2 Pirates-in-Action Nights December 2016 and April 2017             <ul style="list-style-type: none"> <li>● Partnership with ECU's School of the</li> </ul> </li> </ul>	<p>Establish better communication with the parents through a variety of ways such as, email, phone messaging, website/facebook posts.</p>	<ul style="list-style-type: none"> <li>● The parents, through the Parent Booster club, will take a more active role in community events, Title 1 events, and through school incentive programs set by our PBIS Team.</li> </ul>



	Arts (After-School Programing)		
MTSS System	We have an active MTSS Team that meets monthly and otherwise as necessary to discuss student progress of at-risk students	We must be proactive in identifying students who are at-risk with either behavior and/ or grades. Last year our suspension rate increased from 58 the previous year to 214. We need an ISS coordinator and an academic tutor/academic coach to meet student needs and to keep students engaged and in school on a much more regular basis	We will hire an ISS Coordinator and an academic tutor/academic coach in an effort to meet students needs.
Technology	<ul style="list-style-type: none"> <li>• Use of Technology (iPads, Chromebooks, Google Applications)</li> </ul>	We will continue to train teachers and students in the use of technology as a tool to enhance the curriculum	We will have a technology program (Tech. Night) for our parents that will allow our teachers and students to demonstrate how technology is used in the classroom. In addition, parents will be given the opportunity to use technology through created mini lessons so they can experience some of what their children experience in school.