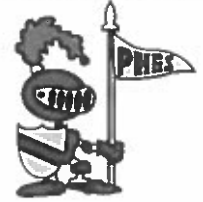




Pearl Haskew Elementary
"Learn Love Serve Lead"



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2016-2017

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*Standard 5: Using Results for Continuous
Improvement*

5.2

- Use of Data to design, implement, and evaluate continuous improvement plans*

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Throughout the school year, teachers collaborate during Problem Solving Team (PST) meetings, grade level meetings, and faculty meetings to analyze ongoing data such as EQT's, ACT Aspire results, ASA, and Universal Screening results. Special Education referrals, attendance and discipline referrals are also reviewed and discussed. The CIP committee, parent representatives and community stakeholders meet to review the previously mentioned data sources to develop the goals listed in the Continuous Improvement Plan. Specific strengths and weaknesses are identified according to tested grade levels to be included in our CIP Needs Assessment. Problem Solving Teams as well as Professional Learning Teams will use Common Core Readiness Standards to address identified needs and determine appropriate strategies to be implemented to address areas of greatest need.

2. What were the results of the comprehensive needs assessment?

The overall lowest performance was in the area of reading for 5th grade students who dropped in proficiency from 34.6% in 2015 to 28.7% in 2016. 5th grade reading shows a negative trend in performance for the past two years and 3rd grade math proficiency dropped from 52.1% in 2015 to 50.9% in 2016.

Also below the expected levels of performance are 3rd grade reading with 36.4% proficient; and 5th grade math with 41.1% proficient.

3. What conclusions were drawn from the results?

From these results we conclude that our main area of focus will include strategies to increase achievement in 3rd and 5th grade math and reading. We will continue to utilize and implement research based instructional "best practices" and continued professional development for teachers to reach desired student results. We will regularly progress monitor student results and collaborate a plan of action regarding data from these results.

4. What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Our PHES perception data coordinates with actual outcomes. The School-wide Discipline Plan as well as the Positive Behavior Support Plan will allow us to maintain or decrease discipline office/bus referrals as well as suspendable offenses. Pearl Haskew has a high rate of teacher retention. Teachers were absent 8.5% %of the school year. 3.1 %of days were due to professional development 4.4% were due to sickness and less than 1% due to personal reasons. Student attendance rate was 95% for the 2015-2016 school year and our goal for this year is to maintain or increase student attendance rate of 95%. According to the ACT Aspire test results taken in the spring of 2015-2016 the areas above the expected levels of performance are 4th grade reading proficiency that increased 11% and a 6.5% proficiency increase in math from the previous school year. Also, 5th grade results show that their was a 10% increase in math proficiency from the previous year. Comparison results from ACT Aspire from 2014-2016 are as follows: Reading 3rd grade proficiency scores increased from 16.9 to 35.9 to 36.4 4th Grade increased from 25.2 to 41.4 to 52.2 5th grade increased from 29.3 to 34.6 then decreased to 28.7

Math 3rd Grade proficiency scores increased from 38.1 to 52.1 then decreased to 50.9 4th Grade proficiency 47.1 to 50.0 to 56.5

5th grade proficiency scored increased from 27.3 to 30.8 to 41.1.

Our student survey results show that students said yes they learn new things in school, do their best work and that their teachers make them think.

The Staff survey results show that 100% of teachers strongly agree that our school's leaders expect staff members to hold all students to high academic standards. 100% of teachers strongly agree that our school has a continuous improvement process based on data, goals, actions, and measures for growth. Students Parents and teachers agree that regularly engaging families in their children's learning progress is of most importance.

From this we conclude that there is a need for more communications with parents and increased parent involvement regarding their students learning progress.

5. How are the school goals connected to priority needs and the needs assessment?

Our school's goals reflect areas of need identified by analyzing our academic, demographic, and perception data from the 2015-2016 school year. This includes the ACT Aspire 2015-2016 test results.

6. How do the goals portray a clear and detailed analysis of multiple types of data?

Our school's goals are developed based on the analysis of data that encompasses student achievement from the 2014-2015 school year to the 2015-2016 school year. This data was taken from the following sources: ACT Aspire; Universal Screening; Attendance ;Behavior; Demographic and perception data; Access for ELL's and AAA.

7. How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

Our school's Continuous Improvement Plan addresses the needs of all students by ensuring that all goals, strategies, and activities are developed and implemented so that all students needs are met and instruction and interventions are available and adjusted to accommodate all learning styles.