

2017-2018 Title I Focus Plan**School Name:** Pactolus School**Allocation:** \$233,255.70

Based on the annual review of the school needs assessment data encompassing all domains, describe the focus plans for the new project year that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement on the State's academic assessments. Describe three to five prioritized program goals that address identified needs.

Student Achievement Goals.	Action Step(s)	Assessment(s) and/or Other Measures Used to Determine Outcome	Resources	Timeline of Evaluation Including Interim and Final	Parental Involvement Needed to Support the Action Step(s)
Increase students' proficiency by 10% in both Reading and Math. Increased the number of teachers in third to balance student/teacher ratios. Thus creating a ration of 1:19.	Add one additional teacher in 3 rd grade	TRC from READ 3D Benchmarks Read to Achieve Passages DCA's, CFA's RTA Passages NC Check-Ins	Teachers Data	Aug. 2017-June 2018	Parent Meeting Night Home/School READ 3D Letters RTA Letters Progress Reports
Increase proficiency goals in both Math and Reading by 10% K-8	Second Instructional Coach for support K-8.	DCA's, CFA's, NC Check-Ins, EOG's	Data	Aug 2017-June2018	None
CARE plan in 1st, grade to improve Reading. 2 nd grade specialized reading groups.	Reading specialist and classroom teacher will team-teach whole group literacy instruction. Teachers will provide differentiated (Guided Reading) instruction for each student on a continuous basis. Teachers will meet weekly in grade level PLCs. Data will be analyzed and used to drive instructional planning as it occurs in the unit planning cycle.	Running Records Reading 3D Assessment	CARE Teachers Reading 3 D Program	Dec. 2017-June 2018	Curriculum Round Up Parent Workshop: Jan Parent Workshop: March Parent Workshop: April IEP meetings
Decrease the number of students accumulating 10 or more absences by 5%.	Send home letters for every 3rd, 6th and 10th absence. Noted patterns of change in attendance will be referred to the social worker. School social worker will schedule school-based mediation. Outside mediation will be used afterwards if attendance patterns do not improve. If mediation is unsuccessful the school will pursue legal action.	Attendance data is reviewed by Staff Attendance team weekly.	Data from PowerSchool Attendance Committee Meetings	Dec. 2017-June 2018	Parent meetings
Increase 4 th and 5 th grade Math proficiency scores by 10%	Instructional support and remediation at the 4th and 5th grade level by the way	CFA's, DCA's, NC Check-In's, EOG's	Remediation Teacher	Dec. 2017- June 2018	Parent Conference Nights Progress Reports

	of a retired teacher (3x per week 8am- 3pm).				
Increase 3 rd grade proficiencies by 10% in Math and Reading	instructional support and remediation at the 3 rd grade level by the way of a retired teacher (3x per week 8am-3pm).	CFA's, DCA's, NC Check-In's, EOG's	Remediation Teacher	Dec. 2017- June 2018	Progress Reports Report Cards
Increase 3 rd grade and 2 nd grade proficiencies by 10% in Reading	Instructional support and remediation split between the 3 rd and 2 nd grade levels via retired teacher (5x per week 8am-12pm).	CFA's, DCA's, NC Check-In's, EOG's	Remediation Teacher	Dec. 2017- June 2018	Progress Reports Report Cards
	Provide students, teachers, and parents with a Hispanic Community Liaison person to help bridge the gap between the school and the home.	TWCS Parent Survey	Hispanic Community Liaison person	Aug. 2017-June 2018	Parent meetings Parent Conference Night Curriculum Round Up

Summary Analysis

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).

	ALL	BLACK	HISP	WHITE	EDS	SWD	AG	LEP	
Pactolus Reading	36%	26%	38.2%	48.6%	35.4	8.1	>95	17.1	
Pactolus Math	38%	21%	50.7%	43.2%	38.2%	8.1%	93.3%	42.9%	

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 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 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 meetings 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.

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 active, 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.

2. Explain how this/these action(s) will close the gap between your subgroups.

We will continue to look at student data to determine their growth. We are also using that data to provide targeted instruction for students during daily instruction. The data is discussed during Professional Learning Communities. EVAAS projections will be used to specifically target students in various sub groups. We are monitoring attendance to ensure students are not accumulating unnecessary absences and missing instruction.

3. Describe how educators and parents equitably participated in the development of the plan. Include information on parent and community engagement.

Parent representatives will continue to participate in decisions made by the School Improvement Team. Parents will complete a climate survey from Pitt County Schools and State.

4. Explain the quality technical support and assistance the LEA will provide to the school to address the complexities of the plan.

Additional funding distributed to schools based on need for improvement
Professional Development on Thinking Maps
Professional Development provided by DPI
Professional Development provided by Instructional Coaches and Teacher Leaders
Instructional Compliance Coordinator provides student data analysis.

Student Achievement	Instructional Programs	Professional Development
Black SWD	CARE Reading LetterLand	Small group Instruction Purposeful Centers Mursion PD on instructional practices and classroom management

Principal Signature

Title I Director

K-8 Director