Comprehensive Needs Assessment

ESSA Law
Requirements for a needs assessment and ESEA:
*To inform a comprehensive plan for schools operating a schoolwide program, the school will conduct a comprehensive needs assessment that "takes into account **information on the academic achievement of children in relation to the challenging state academic standards**, particularly the **needs of those children who are failing, or are at-risk of failing**, to meet the challenging state academic standards." ESEA Section 1114(b)(6)*

What does this look like?

☐ The comprehensive needs assessment directs a school to **collect and analyze** a variety of student data.

> Possible areas to collect data:
> *student achievement
> *demographics
> *school climate
> *teacher qualifications
> *instructional practices
> *behavioral data
> *surveys
> *student attendance

☐ *Includes a detailed analysis of performance and non-performance data for each student subgroup identified in Section 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).*

☐ Examines student, teacher, school, and community **strengths and needs**.

☐ Based on data analysis of this data school leadership in collaboration with families, and community stakeholders, **identifies** a manageable number of **priorities,** at the right level and magnitude and is aligned with the Needs Assessment for school improvement.

DATA
Academic Needs Assessment, School Improvement Plan, ALF(Administrator Literacy Framework)

Examine Strengths and Needs
Strengths: First grade math, fourth grade math, small group differentiated instruction in reading, State, district, and school based Professional Development

Needs: Need for a Universal math screener, third grade math, first grade reading, second grade math

Identify priorities for school improvement
1. Implement iReady as a universal screener for math to monitor student growth from BOY to EOY (use for progress monitoring)
2. Closely monitor student growth in reading using Dibels 8 and provide intervention/support for students in Tier 2/Tier 3
3. Focus PLC's on supporting highly effective core instruction, including differentiating PLCs to address grade level needs

Schoolwide Plan Strategies

LAW

Plan strategies should include a **description of the strategies** that the school will be implementing to address school needs, including a **description of how such strategies will:**

- *provide **opportunities for all children**, including each of the subgroups of students (as defined in Section 1111(c)(2)) to meet the challenging State academic standards;*
- *use **methods and instructional strategies that strengthen the academic program** in the school, **increase the amount and quality of learning time**, and help provide an **enriched and accelerated curriculum**, which may include programs, activities, and courses necessary to provide a well-rounded education; and*
- ***address the needs** of all children in the school, but particularly the needs of those **at risk** of not meeting the challenging State academic standards. [ESSA, Section 1114(b)(7)(A)(iii)]*
- *provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects;*
- *be evidence-based as defined in ESSA, Section 8101(21)(A).List of the strategies (effective, evidence-based, research-based)*
  Strategies must meet the needs of all children (Low-achieving children, ESL, Migrant, Low Income, ethnic, EC)
  Budget must support the plan
  Plan must be monitored

What does this look like?

☐ Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.

- ☐ The school provides multiple opportunities and evidence-based interventions for students in need, and activities that address the outcomes of the Comprehensive Needs Assessment in a way that will result in significant improvements in student learning.
- ☐ Timely, effective, and additional assistance is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, post-secondary education preparation, preschool children transition to local elementary school programs.
- ☐ The school uses clear criteria and processes for student participation in a tiered model to prevent and address behavior problems and early intervention services.
- ☐ The school uses clear criteria and processes for making decisions regarding the level and length of student participation in tiered supports.
- ☐ The school offers a range of extended learning opportunities within and beyond the school day and the school year.
- ☐ Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
- ☐ The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

What will instruction look like when your goal is met? This will embed the assessment.	Strategy	Implementation Steps and Timeline
3rd grade math whole group and small group instruction will increase proficiency from 34% at 2nd grade summative assessment to 60% math EOG	Use iReady to establish individualized goals for students and monitor progress using iReady prerequisite report and grade level scaffolding reports. Use NC check-ins class item report and summary to plan instruction for whole and small groups	September 2022-April 2023 Administer iReady diagnostic during the assessment windows (BOY, MOY, EOY). Administer NC check-Ins (November 2022-April 2023). NCCI administered 11/3/22
1st grade reading whole group and small group instruction will increase proficiency from 43% at Kindergarten EOY mClass to 60% 1st grade EOY mClass.	Utilize Dibels 8 BOY data to create small groups with targeted instruction in skill deficit areas. Daily Fundations whole group instruction and individual practice.	August 2022-May 2023 Administer mClass benchmark assessments and progress monitoring throughout the year according to the state schedule
2nd grade math whole group and small group instruction	Use iReady to establish individualized goals for	September 2022-April 2023 Administer iReady diagnostic

will increase proficiency from 50% at 1st grade summative assessment to 60% 2nd grade summative assessment.	students and monitor progress using iReady prerequisite report and grade level scaffolding reports.	during the assessment windows (BOY, MOY, EOY).
Improve the use of technology to deliver classroom instruction 2-5	Provide teachers with Smart Panels in grades 3-5 to update technology and improve the delivery of technology instruction	Fully Implemented by Late Winter 23 pending delivery of equipment.
Improved Math and Reading Proficiency and Growth on EOGs and MClass	Classroom Supplies: Math Investigations materials, 5th grade Science vocabulary, Fundations, Heggerty.	Spring 2023
Improved Teacher Performance and Proficiency based on EOG and MClass	Contracted Services: money for substitutes for teacher planning, workshops.	Spring 2023
Improved Math and Reading Proficiency and Growth on EOGs and MClass	After hours tutors to assist Struggling Students.	Spring 2023

Description and Documentation of how parents are involved in the development, implementation, evaluation, and revision of the plan.

ESSA LAW
- *the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessional present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, tecnical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [ESSA, Section 1114(b)(2)]*
- *the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESSA, Section 1114(b)(4)]*

- *the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [ESSA, Section 1116(b-g)]*

What does this look like?

☐ Specific strategies to increase family and community stakeholder involvement (Parent Engagement Plan), particularly among those who represent the most at-risk students, based upon results of the Needs Assessment have been identified and implemented.

☐ Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I Schoolwide Plan.

☐ The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students. (E1)

☐ The Title I Schoolwide Plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school. (E1)

Date of the **review** of the school **parent engagement plan** with parents and stakeholders. Place evidence of the review of the plan in google drive under Element 11.	August 23, 2022 - 6:00-7:30 p.m. - 5th Grade in the cafeteria August 23, 2022 - 6:00-7:30 p.m. - 4th Grade in the library August 25, 2022 - 6:00-7:30 p.m. - 3rd Grade in the cafeteria August 25, 2022 - 6:00-7:30 p.m. - 2nd Grade in the library August 30, 2022 - 6:00-7:30 p.m. - 1st Grade in the library August 30, 2022 - 6:00-7:30 p.m. - Kindergarten in the cafeteria
Date of the **distribution** (website and paper) of the school **parent engagement plan**. Place link and paper copy in the google drive - Element 11. Copies translated and distributed in other languages should be uploaded to Element 3.	August 23, 2022 - 6:00-7:30 p.m. - 5th Grade in the cafeteria August 23, 2022 - 6:00-7:30 p.m. - 4th Grade in the library August 25, 2022 - 6:00-7:30 p.m. - 3rd Grade in the cafeteria August 25, 2022 - 6:00-7:30 p.m. - 2nd Grade in the library August 30, 2022 - 6:00-7:30 p.m. - 1st Grade in the library August 30, 2022 - 6:00-7:30 p.m. - Kindergarten in the cafeteria

Date of the **review** of the **parent/teacher/student compact** with parents and stakeholders. Place evidence of the review of the plan in google drive under Element 11. Copies translated and distributed in other languages should be uploaded to Element 3.	March 28, 2022 SIT Meeting
Date of the **distribution** (website and paper) of the **parent/teacher/school compact**. Place link and paper copy in the google drive Element 11. Copies translated and distributed in other languages should be uploaded to Element 3.	August 23, 2022 - 6:00-7:30 p.m. - 5th Grade in the cafeteria August 23, 2022 - 6:00-7:30 p.m. - 4th Grade in the library August 25, 2022 - 6:00-7:30 p.m. - 3rd Grade in the cafeteria August 25, 2022 - 6:00-7:30 p.m. - 2nd Grade in the library August 30, 2022 - 6:00-7:30 p.m. - 1st Grade in the library August 30, 2022 - 6:00-7:30 p.m. - Kindergarten in the cafeteria
Date of the **annual Title I Meeting**. Place agenda, sign-in, minutes, and or presentation materials in Element 11 in the google drive. Copies translated and distributed in other languages should be uploaded to Element 3.	August 23, 2022 - 6:00-7:30 p.m. - 5th Grade in the cafeteria August 23, 2022 - 6:00-7:30 p.m. - 4th Grade in the library August 25, 2022 - 6:00-7:30 p.m. - 3rd Grade in the cafeteria August 25, 2022 - 6:00-7:30 p.m. - 2nd Grade in the library August 30, 2022 - 6:00-7:30 p.m. - 1st Grade in the library August 30, 2022 - 6:00-7:30 p.m. - Kindergarten in the cafeteria
The date that you distribute and share the general testing letter. Document and upload in Element 3(translated version) and Element 6 (English).	September 13, 2022

| Activities for parents as teachers
1. Winter Reading Nights
2. STEM Event | Parents will learn
1. Ways to support at home reading.
2. How STEM activities can be integrated into daily life at home and school using simple materials; About available STEM parent | Resources needed
1. Books, teacher-made materials, snacks
2. Duke Energy Science Night Kit |

	resources; Science, Technology, and Math Standards	
Activities for parents as learners 1. Lunch and Learn Event with parent training regarding social and emotional learning 2. K-Home Connect Transition Visits	Parents will learn 1. How to communicate with their child; How to raise kids in the digital age; How to set boundaries with children 2. Ways to support Kindergarten students as they transition into public school, the importance of home/family connections to foster student success.	Resources needed 1. Guidance Counselor, CARE presenters 2. None
Activities for parents as decision-makers 1. Survey parents for topics of interest, feedback, and suggestions 2. Parent representation on SIT, Parent Advisory Council, and other committees	Parents will learn 1. To provide feedback and suggestions about potential events and activities that support student and parent learning; To feel more confident in making suggestions and giving feedback 2. To create, revise, and monitor HES progress toward school improvement goals; About Title I services in HCS, and other curriculum information; How to be an advocate for their child/school/county	Resources needed 1. Google Forms, Remind Messaging 2.None
Parents as supporters/advocates 1. Parent/Community Volunteer Support 2. Parent Advisory Committee	Parents will learn 1. Ways to support student learning and success by participating in various volunteer opportunities in the classroom and school; Ways to support the HES PTO 2. Ways to provide feedback at the school and county level; Opportunities to provide suggestions on various topics	Resources needed 1.None 2.None

Coordination and Integration

LAW

If State, local, and other Federal programs are to be consolidated in project 785, then the Title I Schoolwide Plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. [ESSA, Section 1114(b)(7)(B)]

What does this look like?

☐ Leverages sufficient resources (e.g., **fiscal, human, time**) to improve student outcomes.

☐ Leverages funding streams to connect the reform strategies developed.

☐ Outlines how the school will meet the intents and purposes of each funding source.

☐ Outlines how funds from Title I and other State and Federal education programs will be used to meet the intent and purpose of the programs.

Resources Needed to Implement Plan Strategy 1: - iReady diagnostic results and scaffolding reports - NC Check-Ins results and reports
Resources Needed to Implement Plan Strategy 2: - mClass Dibels 8 benchmark and progress monitoring materials - TRC benchmark and progress monitoring books, along with oral/written comprehension questions - Fundations
Resources Needed to Implement Plan Strategy 3: - iReady diagnostic results and scaffolding reports

Evaluation and Plan Revision

LAW

● *the Title I Schoolwide Plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [ESSA, Section 1114(b)(3)]*

What does this look like?

☐ School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I Schoolwide Plan based on short and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.

☐ The monitoring and revision of the Title I Schoolwide Plan includes regular analysis of multiple types of data (e.g., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.

☐ School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

Date(s) of Plan Development Meetings. Documentation of these meetings should be uploaded to google drive in Element 1.	1.September 19, 2022 2.September 22, 2022 3.September 29, 2022

Dates(s) of Plan Revision Meetings Documentation of these meetings should be uploaded to google drive in Element 1.	1. November 21, 2022 2. February 20, 2023 3.

Details for Plan Revision

Date of Plan Revision	Reason for Plan Revision
1. November 2022	Budget Amendment
2. February 2023	Budget Amendment
3.	

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