



Barrow County School System



**Bethlehem Elementary
Needs Assessment
Spring 2021
for FY 2022**

Stakeholder Instructions: Please review this presentation and provide feedback using this [LINK](https://tinyurl.com/BCSSresponseform): tinyurl.com/BCSSresponseform



Barrow County School System

Title I-A, Title I-C, Title III, Title IV-A, Title IX-A

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Title I-A

Approximately \$2.8 million from the federal government to pay for the following items that help our students learn:

- Classroom learning supplies
- Computers and equipment
- Books
- Software
- Family events (personnel, parent nights, APTT)
- Paraprofessionals (elementary schools)
- Coaches to help teachers teach better

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Title I-C

Approximately \$22,000 to pay for the following items to help students whose parents move often due to their employment within the agricultural industry:

- Tutoring
- School Supplies



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Title III

Approximately, \$120,000 to pay for the following items to help students learning English and students within their first three years in a U.S. school:

- Classroom learning supplies
- Books (bilingual dictionaries, etc.)
- Software (ELlevation, Rosetta Stone)
- Staff training
- Family events

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Title IV, Part A

- Approximately, \$200,000 to pay for the following items to help enrich student learning opportunities:
 - Well-Rounded Educational Opportunities
 - Equipment for the Arts
 - Safe and Healthy Students
 - Training Staff on Issues Related to Mental Health and Preventing Bullying
 - Mental Health Counseling for Students
 - Effective Use of Technology
 - Computers
 - Staff Training

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Title IX, Part A

Approximately, \$48,500 to pay for the following items to make sure homeless students are successful in school:

- Tutoring
- Instructional Supplies
- Hygiene Products
- Clothing
- Transportation

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School Assessments

DIBELS

(Dynamic Indicators of Basic Early Literacy Skills) measures basic literacy skills & is given in grades K-2 three times a year.

TRC

(Text Reading Comprehension) measures reading accuracy & comprehension and given in grades K-3 three times a year.

MAP

(Measures of Academic Progress) is given in grades 1-5 three times a year. Subjects tested include Reading, Math, Language, and Science.



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School Data

DIBELS: Middle of the Year % Meeting or Exceeding Benchmark Composite Score

Grade Level	Percentage
K	47%
1	27%
2	52%

TRC: Middle of the Year % Meeting or Exceeding Reading Level Benchmark

Grade Level	Percentage
K	35%
1	16%
2	28%
3	40%

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School Data

Winter MAP: Grades 3-5 Projected Proficiency on Grade Level State Assessment

Winter MAP Projected Proficiency Grades 3-5 combined

READING

Group	Distinguished	Proficient	Developing	Beginning
All	5.5	28.8	37.0	28.5
Gifted <input type="checkbox"/>	14.3	71.4	14.3	0
SPED	0	7.6	29.1	63.3
EL	0	6.6	50.8	42.6
F/R	3.6	21	42	33.5
African American	4.9	22	29.3	43.9
Hispanic	1.96	20.6	47.1	30.4
White	7.1	30.7	35	27.1

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School Data

Winter MAP: Grades 3-5 Projected Proficiency on Grade Level State Assessment

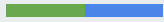
MATH

Group	Distinguished	Proficient	Developing	Beginning
All	1.31	21.4	52.1	25.3
Gifted	7.1	78.6	14.3	0
SPED	0	3.8	31.8	64.6
EL	3.2	14.5	45.2	37.1
F/R	0	17.4	53	29.6
African American	0	21.4	35.7	42.9
Hispanic	1.90	21.9	49.5	26.7
White	1.74	24.7	52.6	20.9



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Needs Assessment: Student Academic Success



- What overall trends are noticeable in the data? What are the main areas of strength and what areas are most in need of growth for all students?
- Identify any achievement gaps between subgroups, including grade levels, race, gender, low-income, English Learners, migrant, immigrant, gifted, and special education.
- Identify any top academic concerns for subgroups, including grade levels, race, gender, low-income, English Learners, migrant, immigrant, gifted, and special education.



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Needs Assessment: Professional Learning

- What are relative strengths and weaknesses in teacher practice? Is corresponding professional learning currently being offered? If so, to what extent is it personalized and monitored for growth?
- How is your school measuring and monitoring effectiveness of the current professional learning? Can the results of the professional learning provided be tied to student achievement results?



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Needs Assessment:

Teacher and Leader Recruitment & Retention

- What are your school's recruitment needs?
- Which content courses or grade levels are difficult to staff? What can be done to support your efforts in this area?
- Does your school have a plan for supporting teachers through the use of induction and mentoring programs? Does the plan provide adequate support for new teachers and/or struggling veteran teachers?



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Needs Assessment: Family Engagement

- How well did our family engagement efforts improve parent ability to support learning at home?

- What improvements could be made?



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Discussion Questions

- What changes need to be made in the system or school Family Engagement Plan for next school year? Current school plan found here: [English](#) [Spanish](#)
- Beginning with the 2014-2015 school year, our school agreed to allow the district to use the 1% set aside for parental involvement to fund a districtwide Family Engagement Specialist. What thoughts do you have about whether this is the best use of these funds?



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School Compact

- The school compact addresses the responsibilities of students, teachers and parents in order to promote academic achievement. Current school compact can be found here: [English](#) [Spanish](#)
- What changes need to be made in our compact for next school year that reflect the information gained from the needs assessment?

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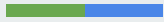
System Improvement Plan

- Please review the system Comprehensive LEA Improvement Plan [HERE](https://tinyurl.com/bcssSCLIP): tinyurl.com/bcssSCLIP
- What suggestions, if any, do you have for updating this plan?



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Feedback



- Access Plans [HERE](https://tinyurl.com/bcssplans): tinyurl.com/bcssplans
- Leave Feedback on Plans [HERE](https://tinyurl.com/BCSSresponseform): tinyurl.com/BCSSresponseform



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