

Clyde Elementary School

Title I Plan 2022-2023

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, community stakeholders will **identify** a manageable number of **priorities**, at the right level and magnitude and is aligned with the Needs Assessment for school improvement.

DATA
Examine Strengths and Needs

Identify priorities for school improvement

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 assessment.	Strategy	Implementation Steps and Timeline

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, technical 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.	
Date of the distribution (website and paper) of the school parent engagement plan .	Monday, August 22, 2022

Place link and paper copy in the google drive - Element 11. Copies translated and distributed in other languages should be uploaded to Element 3.	
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.	
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.	
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.	September 27, 2022 5:30-7:30 (Annual Title I Meeting and Curriculum Night)
The date that you distribute and share the general testing letter. Document and upload in Element 3(translated version) and Element 6 (English).	

Activities for parents as teachers 1. 2.	Parents will learn 1. 2.	Resources needed 1. 2.
Activities for parents as learners 1. 2.	Parents will learn 1. 2.	Resources needed 1. 2.
Activities for parents as decision-makers 1. 2.	Parents will learn 1. 2.	Resources needed 1. 2.
Parents as supporters/advocates 1.	Parents will learn 1. 2.	Resources needed 1. 2.

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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:
Resources Needed to Implement Plan Strategy 2:
Resources Needed to Implement Plan Strategy 3:

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. 2. 3.
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Dates(s) of Plan Revision Meetings Documentation of these meetings should be uploaded to google drive in Element 1.	1. 2. 3.
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Details for Plan Revision

Date of Plan Revision	Reason for Plan Revision
1.	
2.	
3.	