

Comprehensive Needs Assessment

Jonathan Valley Elementary School Comprehensive Needs Assessment 2023-2024

2022-2023 Proficiency Data

Grade	Reading Proficiency	Math Proficiency
Kindergarten	67	71
1st Grade	65	50
2nd Grade	72	60
3rd Grade	41.3	67.4
4th Grade	59.4	73.4
5th Grade	60.3	60.3

2021-2022 vs. 2022-2023 JVE EOG Proficiency Data and District Data

Math Grade Level	JVE 21-22	JVE 22-23	Difference	HCS 22-23
3rd Grade	65.6	67.4	1.8	
4th Grade	65	73.4	8.4	7.8
5th Grade	58.2	60.3	2.1	-4.7
Reading Grade Level	JVE 21-22	JVE 22-23	Difference	HCS 22-23
3rd Grade	42.6	41.3	-1.3	
4th Grade	55	59.4	4.4	16.8
5th Grade	43.6	60.3	16.7	5.3

Priority Ranking	Grade Level	Subject
First	4th	Reading

Second	1st	Reading
Third	2nd	Reading
Fourth	Kindergarten	Reading
Fifth	2nd	Math
Sixth	3rd	Math

Our Current 4th grade had the lowest reading scores. This is our biggest concern as most of these students were not proficient on their third grade EOG. Students in our 3rd grade classes have struggled to be proficient in reading over the past 2 years on EOG. Proficiency in the 21-22 school year was 42.6 % and proficiency in the 22-23 school year was 41.3 %. This shows a need for support for our current third grade students as well as our 4th grade students in order to have higher proficiency scores.

1st grade is the next priority because of the research that supports students who achieve reading proficiency by 1st grade.

2nd grade needs reading support as they are still developing crucial phonics skills and are coming into the grade level with low fluency scores. 2nd grade math is also a concern based on our county math assessment.

Additional support will be given to 5th grade students who still show a struggle in fluency with an emphasis on phonics. These students did not receive the implemented phonics based instruction as the current K-2 students now do at JVE. 2nd grade reading proficiency shows that our recent phonics initiative is working and with continued efforts this effect should have a ripple effect through each grade level from here on out.

Identify priorities for school improvement

- Emphasis on Vocabulary in reading
- Grade appropriate activities to best address standards
- Writing woven into all subject areas
- Utilizing math instruction and time by push in with a tutor or teacher

Schoolwide Plan Strategies

What will instruction look like when your goal is met? This will embed assessment.	Strategy	Implementation Steps and Timeline
Goal: Increase proficiency and growth in reading	To utilize small group instruction and interventions to strategically remediate and enrich Reading instruction for students that are below grade level. Classroom teachers will be conducting small group and whole group reading instruction . Our Instructional Coach will teach, model, and facilitate research based best practices within the school's instructional program The Instructional Coach will evaluate student achievement and assist with placing students in the appropriate intervention and support service Based upon Benchmark assessment the Title 1 teacher will work with the classroom teacher to decide which students are at high risk of falling behind and not meeting the benchmark standards. These students are monitored by the classroom teacher and Title 1 teacher for progress on a 10 day cycle. A smart panel will be added to the Title 1 classroom plus one	Reading *Implement PALS across first grade *Employ Title 1 lead small groups to help strategically remediate and enrich reading instruction using Foundations, Heggerty, Geodes and other research based interventions * Use DIBELS 8th Edition data to target individual student needs in K-5 *Utilize Imagine Learning at least three times a week with identified EL students. *Utilize technology to enhance instruction in the classroom

	additional classroom to enhance the lessons given through Title 1 small groups and in the classroom. This will ultimately serve our students by enhancing activities through technology in the classroom. Teachers will serve as tutors to remediate students leading up to year end assessments	
Goal: Increase Proficiency and growth in Science	Utilize Stemscoptes in K-5 classrooms to boost content knowledge	Science Instructional coach will work with classroom teacher to assess content from Stemscoptes website and maintain productivity throughout PL
Goal: Increase proficiency and growth in math	To utilize Title 1 teacher and tutors to push into math classrooms and work with students based on needs Classroom teachers will review and disaggregate data from Investigations unit assessments. Our Instructional Coach will teach, model, and facilitate research based best practices within the school's instructional program The Instructional Coach will	Math Title 1 support in the classroom will consists of small group or individualized instruction to target grade level standards *Utilize Investigations 3 Math platform in K-5 *Implement daily spiral review through Investigations Classroom Routines and 10 minute math. Utilize Tools for Teachers to create common

	evaluate student achievement and assist with placing students in the appropriate intervention and support service Teachers will serve as tutors to remediate students leading up to year end assessments	assessments to be analyzed and discussed in PLCs *Utilize Xtra Math in K-5 for at least 10 minutes a day to build fact fluency and increase automaticity *Follow Haywood County Schools pacing guides and hold grade level vertical conversations of pacing guides and data to grow teacher knowledge and ensure concepts are taught with a focus on priority standards. *Identify and implement common math vocabulary in daily instruction *Use IXL as a supplement to math instruction in grades 3-5 at least twice a week *Employ Title 1 teacher and assistants to remediate and enrich instruction based on students needs. *Build parent capacity by holding school meetings, parent conferences , learning events and more
Goal: Students will be able to self regulate to participate in core instruction with the classroom teacher.	Continue to utilize the Second Step program in PreK-5	Social Emotional *Classroom teacher will teach weekly Second Step lesson to include character education *Utilize our school counselor and counseling

		assistant to teach whole class guidance lessons, hold small needs based groups, and work one on one with students identified at Tier 3 in MTSS for Social Emotional support. Character trait books, student of the month throughout the school, the character trait book is made available to students to read in the classroom
	Utilize Universal social emotional screener to offer social/emotional supports and differentiation.	

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

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.	9/11/23 10/30/23
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	11/13/23

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.	5/8/23
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.	8/21/23
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.	9/11/23
The date that you distribute and share the general testing letter. Document and upload in Element 3(translated version) and Element 6 (English).	9/26/23

Activities for parents as teachers 1. Classroom Newsletters and Remind 2. Curriculum Nights 3. Open House 4. PALS at Home 5. JVE Community and Coffee Event	Parents will learn 1. Volunteer opportunities 2. Activities happening in their child's classroom and in the school 3. Information about content being taught in the classroom 4. Classroom Expectations of behavior and standards as well as assessments including EOG 5. How to help their child be a better reader at home	Resources needed 1. Remind App 2. Teacher materials 3. Classroom Newsletters 4. PALS resources
Activities for parents as learners 1. Open House 2. Curriculum Nights 3. Conferences 4. Transition meetings- Pre-k	Parents will learn 1. Information about content covered in their child's classroom 2. Expectations of current grade level and assessments	Resources needed 1. Teacher created materials 2. Student data 3. Report cards

to Kindergarten and 5th to Middle School	3. What is going on in the classroom and ways parents can help at home 4.Procedures for transitions to middle school and kindergarten 5. How to help your child reach their full potential	
Activities for parents as decision-makers 1.SIT Meetings 2.Parent Volunteer Meetings 3. Parent Advisory Meetings	Parents will learn 1.Information about school wide plans 2. Opportunities to add ideas and input to school wide plans	Resources needed 1.School Improvement Plan 2.Calendar of Events 3.SIP
Parents as supporters/advocates 1.Curriculum Nights 2.Conferences	Parents will learn 1.Expectations of their child's grade level and assessments 2.Title 1 3.Status of their child in the classroom and ways parents can help at home	Resources needed 1.School report card 2.Teacher created resources 3.Title 1 Information 4.Student Data

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:
Full time Title 1 teacher, assistant, part time tutor, Instructional Coach, Raz Kids, Heggerty, Foundations,mClass,PALS

Resources Needed to Implement Plan Strategy 2: Full time Title 1 teacher, assistant, Instructional Coach, part time tutor, IXL,
Resources Needed to Implement Plan Strategy 3: Second Step supplies based on need

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. 9/5/23: Amy Crawford(Title 1), Rachel Jones (Lead Teacher), Jacob Shelton(Principal) 2. 7/14/23: Rachel Jones. Amy Crawford, Jacob Shelton 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. 9/14/23: Amy Crawford, Rachel Jones, Jacob Shelton 2. 2/19/24 3.
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Details for Plan Revision

Date of Plan Revision	Reason for Plan Revision
1. 9/14/23	Discussed science and tutoring
2. 2/19/24	Review of Title 1 budget
3.	