



Barrow County School System

**Bethlehem Elementary
Needs Assessment
Spring 2020
for FY 2021**



Barrow County School System

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

Bethlehem Elementary

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



Bethlehem Elementary

Title II, Part A

Approximately \$394,000 to pay for the following items to help teachers and leaders improve:

- Administrator, teacher training
- Training supplies
- Books and other printed materials



Bethlehem Elementary

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
 - After- School Programs at CFIT
 - Safe and Healthy Students
 - Training Staff on Issues Related to Mental Health and Preventing Bullying
 - 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

Bethlehem Elementary

2019 College and Career Ready Performance Index Data

Select Report Year: 2019

2019 College and Career Ready Performance Index (CCRPI)

Barrow County

OVERALL DISTRICT SCORE

76.7

SELECT A REPORT TYPE

ALL ELEMENTARY MIDDLE HIGH

Barrow County District
Bethlehem Elementary School

OVERALL SCHOOL SCORE

78.7

SELECT A REPORT TYPE

ALL ELEMENTARY

Bethlehem Elementary

School Data

(DIBELS, TRC, MAP, SAT, ACT, Course Completion, Discipline, Attendance, etc.)

<p>K-2 DIBELS: At the middle of the year, 66.48% of students in grades K-2 were considered proficient or higher.</p>	
<p>K-5 TRC: At the middle of the year, 60.1% of students in grades K-5 were considered to be reading at or above grade level.</p>	
<p>MAP (Reading): At the middle of the year, 27.96% of 3rd grade, 34.19% of 4th grade, and 37.92% of 5th grade were projected to be a level 3 or higher on GMAS.</p> <p>MAP (Math): At the middle of the year, 39.22% of 3rd grade, 45.32% of 4th grade, and 31.21% of 5th grade were projected to be a level 3 or higher on GMAS.</p>	
<p>Average Daily Attendance: 96.49%</p>	



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Teacher Survey Data



Professional Learning: (Areas they identified as needing more information)

- Student Engagement (29.14%)
- Differentiation (29.14%)
- Technology Integration (27.07%)
- Social-Emotional Learning (22.59%)

Professional Learning Communities: Approximately 90% of teachers view PLC work as productive, meaningful, and well-organized at the school level.

Meeting the needs of English Language Learners: Approximately 70% of teachers feel prepared to use the WIDA standards and ACCESS for ELLs results to inform their instruction. Approximately 70% feel prepared to communicate with families whose first language is not English. (Language Line)

85.86% of teachers feel supported in their work and 82.41% of teachers feel valued.



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Parent Survey Data

My child's school is family friendly	School	My school creates an environment that helps my child learn	School
1 - Strongly Agree	51.88%	1 - Strongly Agree	43.38%
2 - Agree	41.80%	2 - Agree	48.02%
3 - Disagree	5.24%	3 - Disagree	7.51%
4 - Strongly Disagree	1.09%	4 - Strongly Disagree	1.09%



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Needs Assessment: Student 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?
- Identify any achievement gaps between subgroups, including minority, low-income, English Learners, and special education.
- Identify the top academic concerns for disadvantaged and at-risk students in your school.
- Identify the top academic and/or English development concerns for the EL subgroup in your school.
- What have you found to be the most critical needs (academic or non-academic) of immigrant students in your school?
- What have you found to be the most critical needs (academic or non-academic) of migrant students in your school?



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Needs Assessment: Professional Learning

- Based on an analysis of student performance data, survey results, and demographic data, identify the top professional learning needs of your teachers, paraprofessionals, and administrators.
- What do teacher self-assessments, observations and supporting documentation reveal as 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:

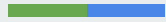
Teacher and Leader Recruitment & Retention

- 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



- What do you like about APTT?

- What changes would improve APTT?



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Discussion Questions

- How does the school family engagement policy/plan address the needs of our families identified in the needs assessment?
- What changes need to be made in the plan for next school year?
- 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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Discussion Questions

- How does the school family engagement plan address the needs our families identified in the needs assessment?
- What changes need to be made in the plan for next school year?



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School Compact

- The school compact addresses the responsibilities of students, teachers and parents in order to promote academic achievement.
- What changes need to be made in our compact for next school year that reflect the information gained from the needs assessment/surveys?



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