



Barrow County School System

Spring 2022 Comprehensive Needs Assessment
Stakeholder Planning Meeting for SY23-24

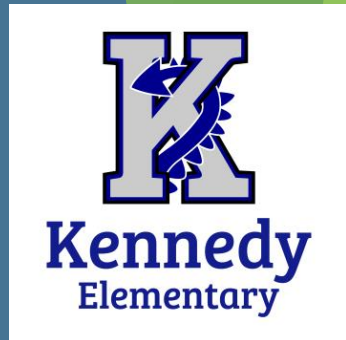
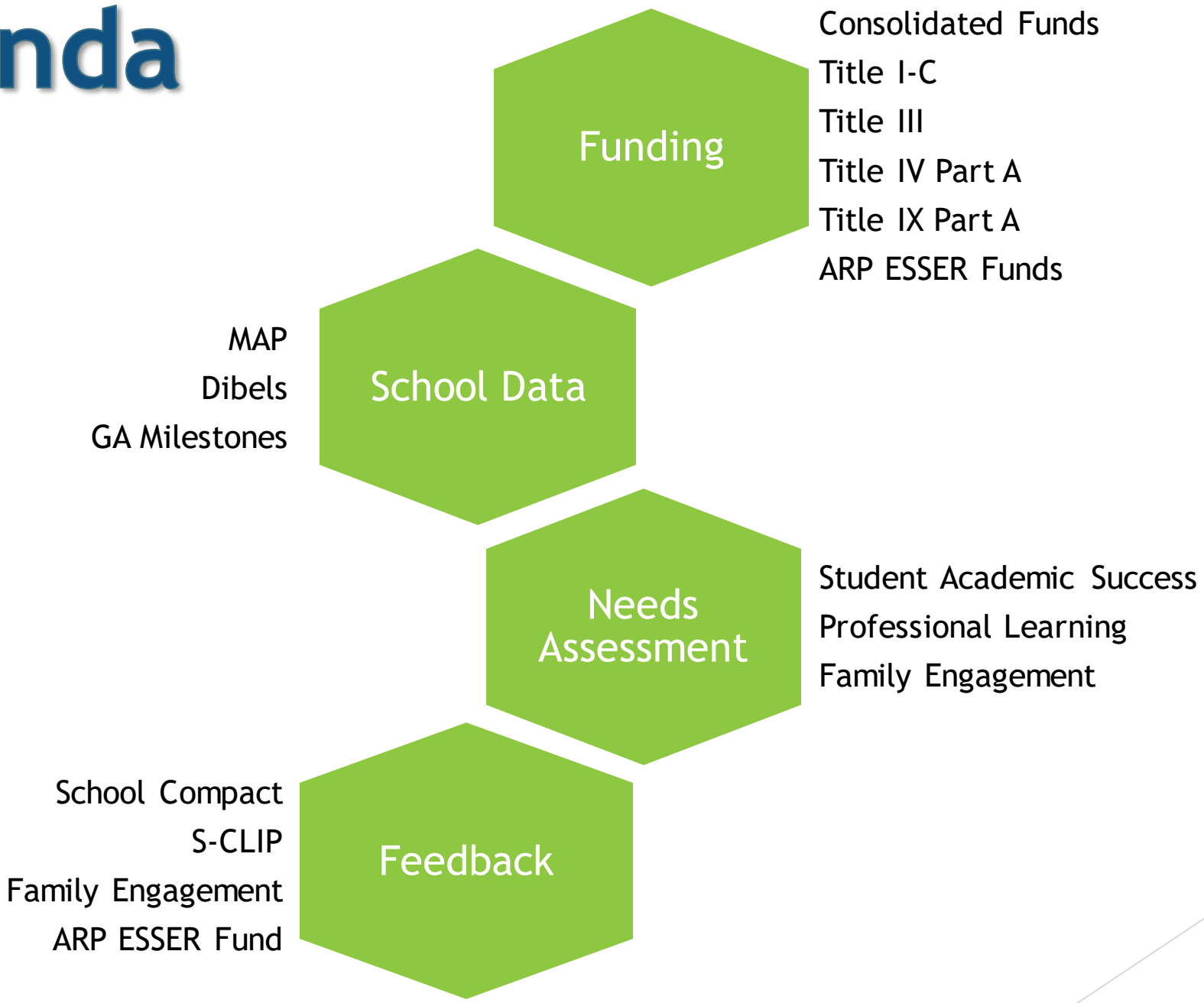
Click or Scan



Kennedy Elementary School



Agenda



Funding- Consolidated

A combination of Title I A, Title II, partial funds from Title III, Title IV A and Local funds

These funds are designed to assist with improving student achievement at the elementary and middle grade levels.

Elementary school allocations range from \$120,000 to \$340,000 while middle school allocations range from \$116,000 to \$139,000 depending on the number of poverty students and English learners in each school. These funds are used to pay for items that help our students such as:

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



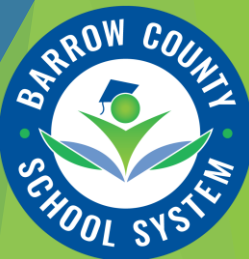
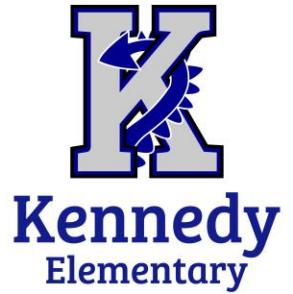
Funding: Title I-C Migrant Education

- Approximately \$15,000 district-wide to pay for the following items to help students whose parents move often due to their employment within the agricultural industry:
 - Tutoring
 - School Supplies

Funding: Title III- ELL

Approximately, \$135,000 at the district and high school levels 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



Funding: Title IV A

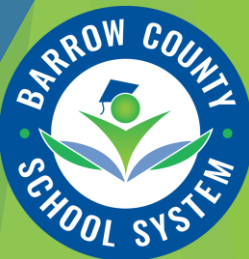


Approximately
\$79,000 funds...

Well Rounded Educational Opportunities: equipment and supplies for Arts integration, music instruments

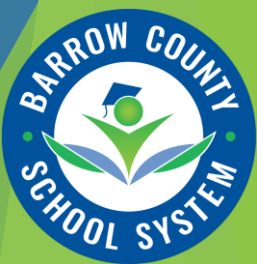
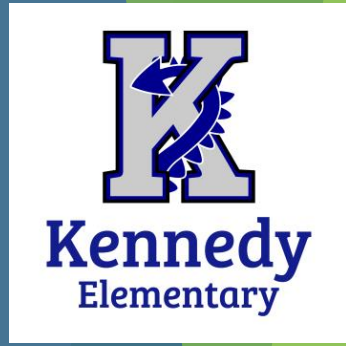
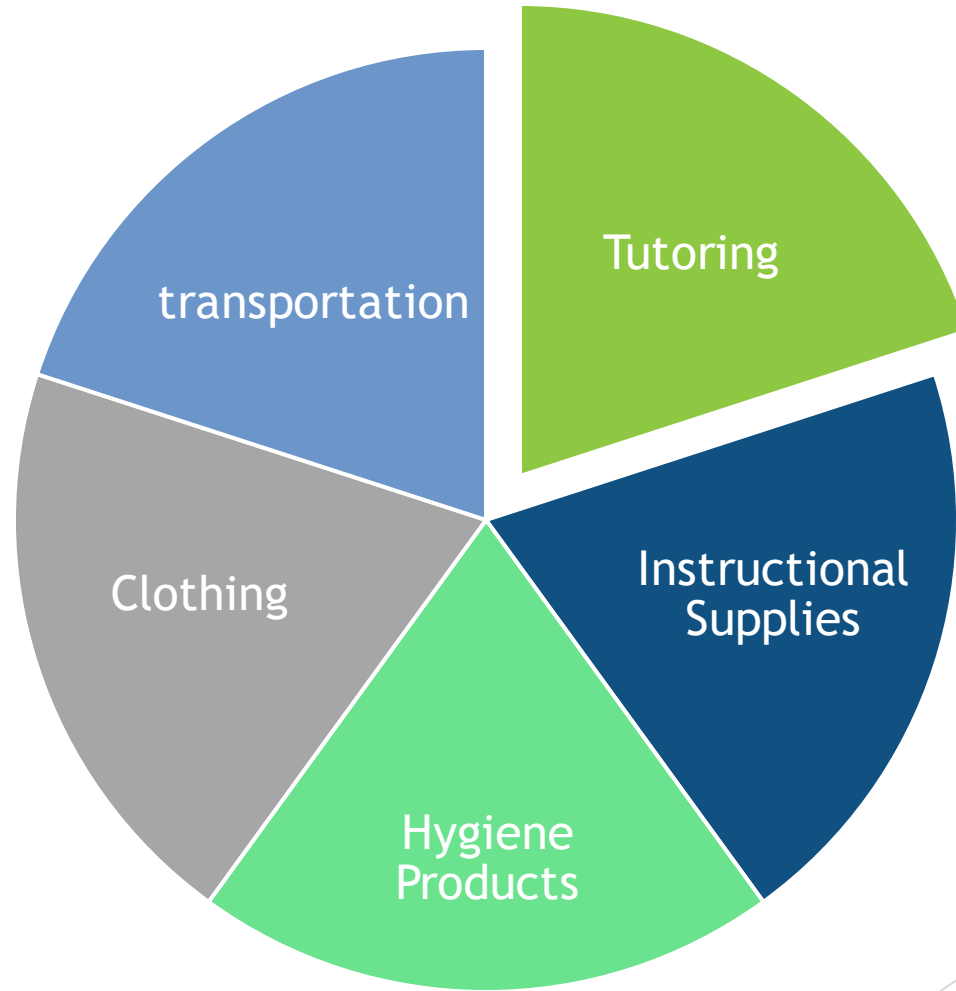
Safe & Healthy Students: Training staff on issues of mental health and counseling; Bullying prevention, social emotional learning, Positive Behavior Intervention

Effective Use of Technology: computers, staff training and professional learning



Funding: Title IX A

Approximately, \$68,000 districtwide to pay for the following items to make sure homeless students are successful in school:



Funding: ARP ESSER Funds

Providing after school learning opportunities

Providing summer learning opportunities

Hiring teachers to work specifically with students needing extra assistance

Providing an opportunity for students to receive virtual instruction

Improving teacher ability to use technology in their instruction

Purchasing of technology computers and devices

Purchasing instructional software

Providing mobile hotspots (internet connectivity) for low-income students

Providing professional development related to system and school improvement plans

Providing faculty, staff, families, and students with social-emotional learning support and counseling

Ensuring that buildings and other items used by faculty, staff, and students are clean and sanitary

Completing facility upgrades that will contribute to and improve water and air quality

Improving student financial literacy

Hiring graduation specialists to support at-risk students

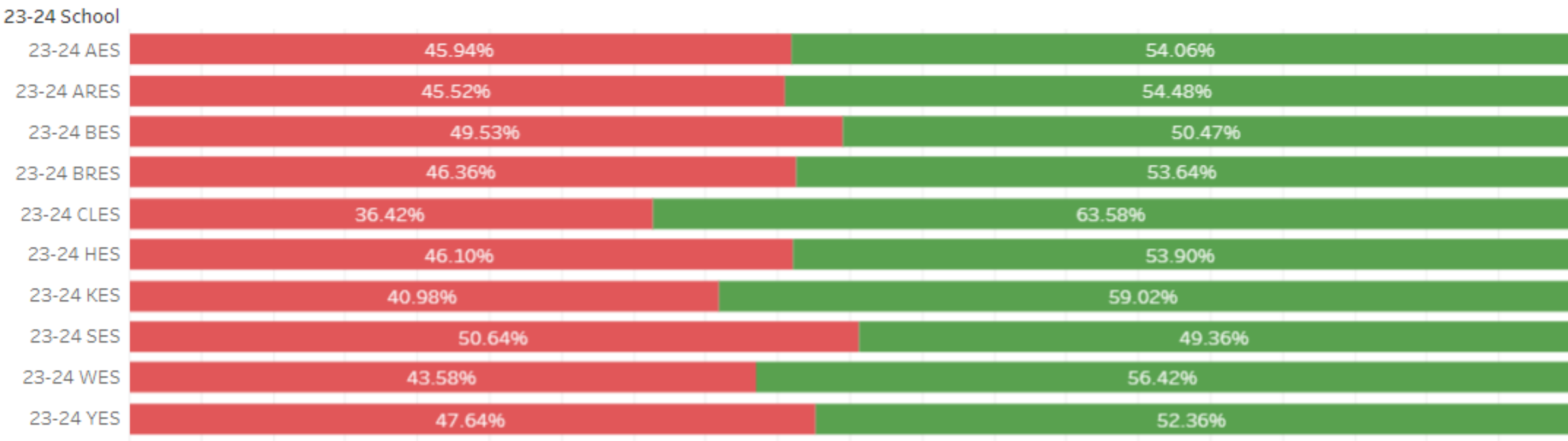
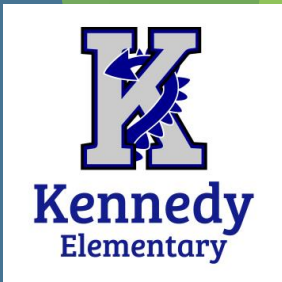
Providing retention supplements to retain employees.

Purchasing materials and items to improve literacy and math instruction.

Our current ARP ESSER Plan can be viewed [HERE](#)

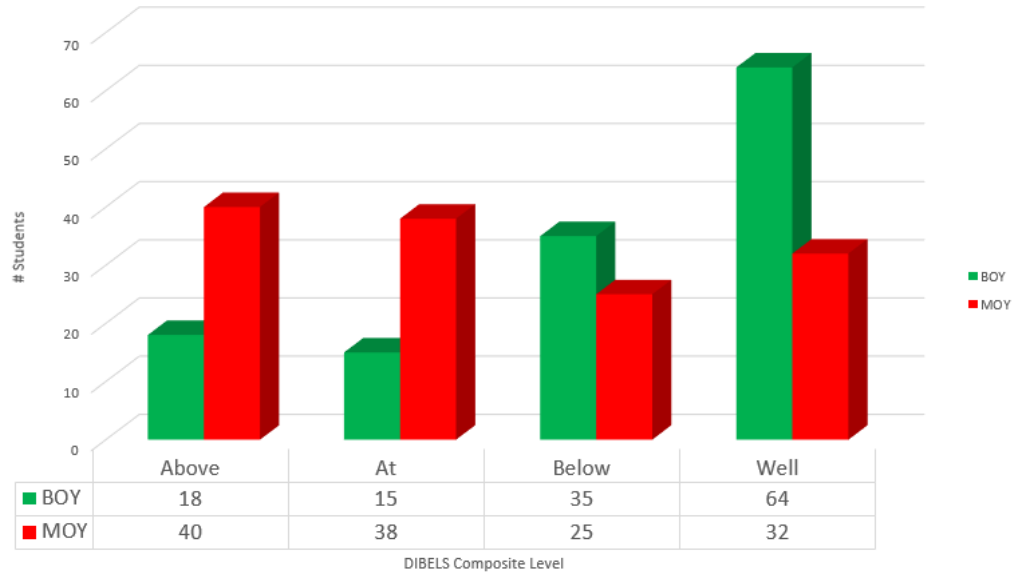


School Data: MAP Growth BOY 2022-MOY 2023

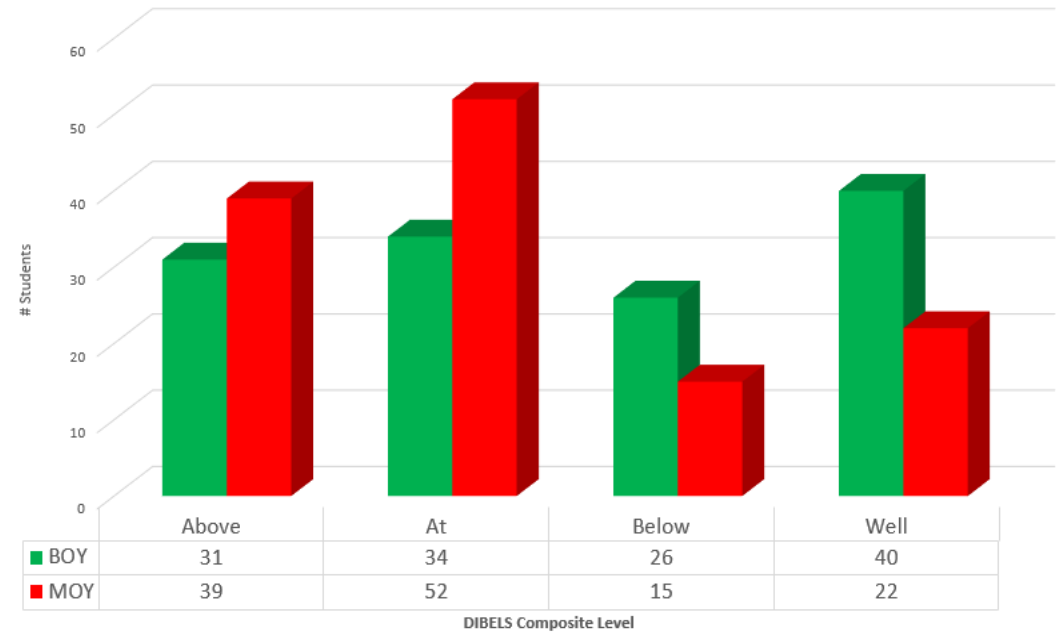


School Data: Dibels

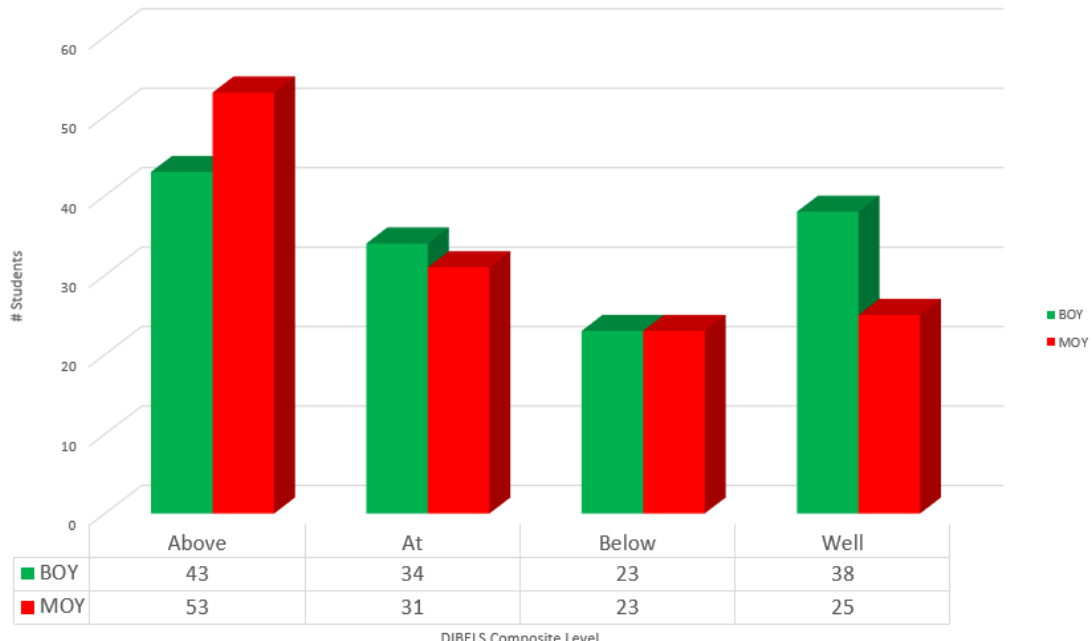
Kindergarten DIBELS



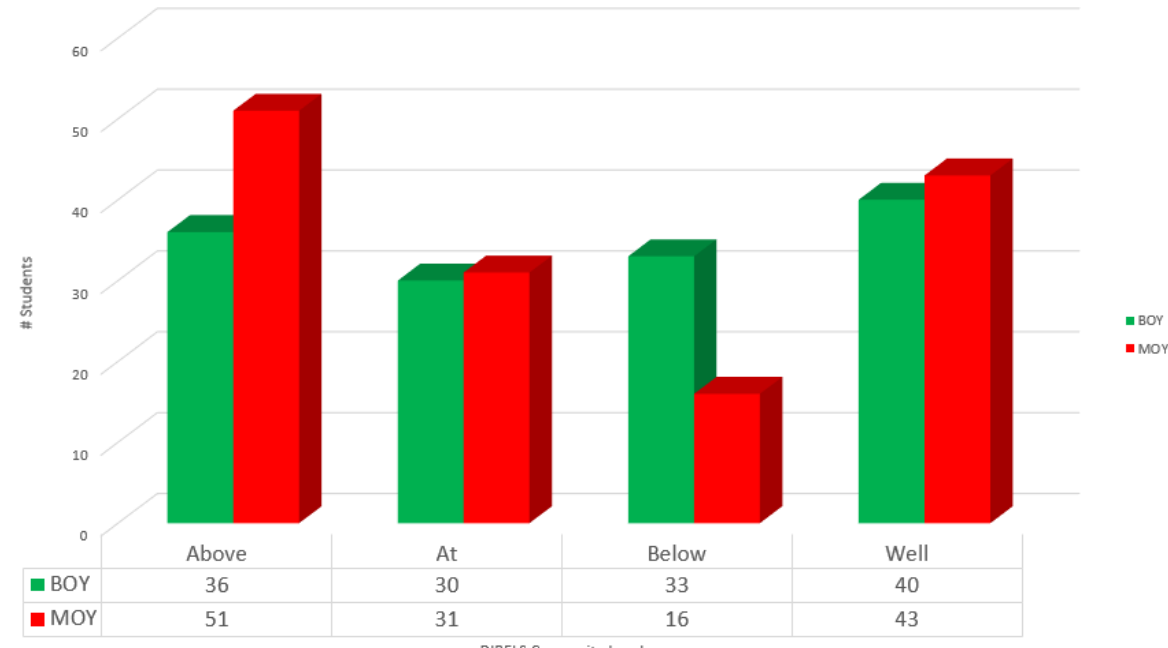
1st Grade DIBELS



2nd Grade DIBELS



3rd Grade DIBELS



School Data: GA Milestones



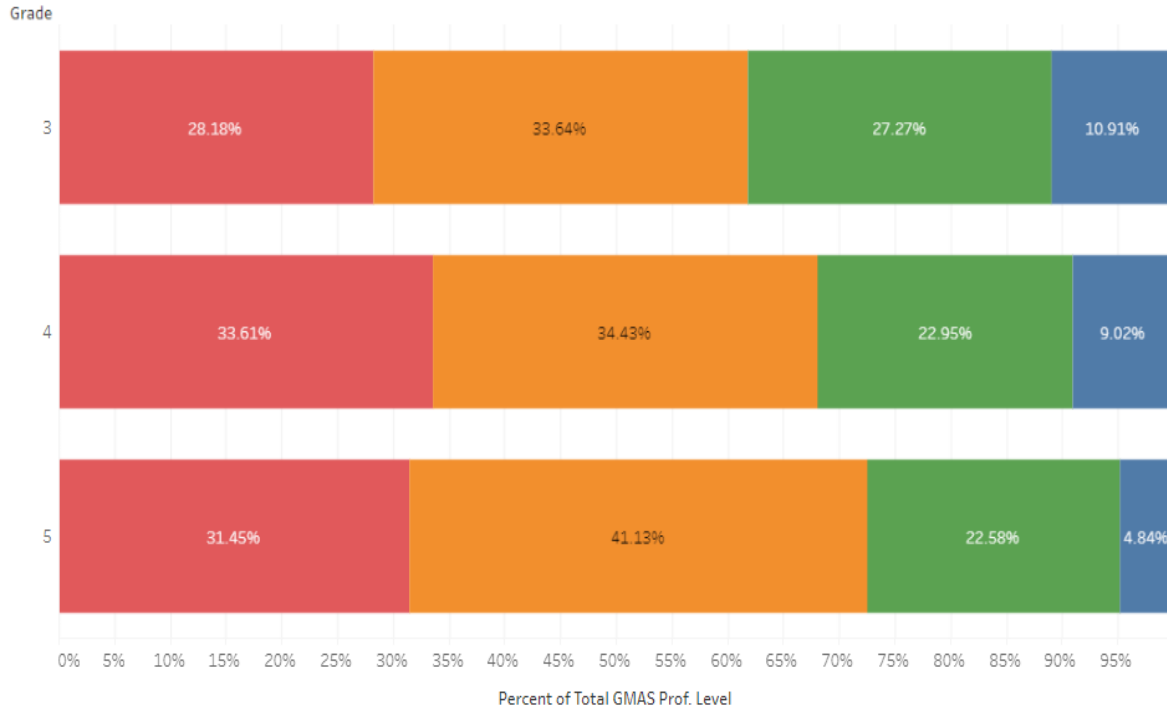
22-23 GMAS Projections by Grade

This workbook includes information based on student enrollment for the 2023-24 school year while utilizing the student scores from the Winter 22 MAP administration. Please be sure to filter for both test and 23-24 school name. Demographic filters are available at the bottom of each tab.

Test: Reading (dropdown)
 23-24 School: 23-24 KES (dropdown)

(All)
 Language Usage
 Math K-12
 Reading
 Science K-12

Cancel Apply



Projected GMAS Level... Student Gender: (All) Student Ethnic Group: (All) SWD: (All) Esol: (All) Gifted: (All) EIP: (All) Grade: (All)

Distinguished
 Proficient
 Developing
 Beginning

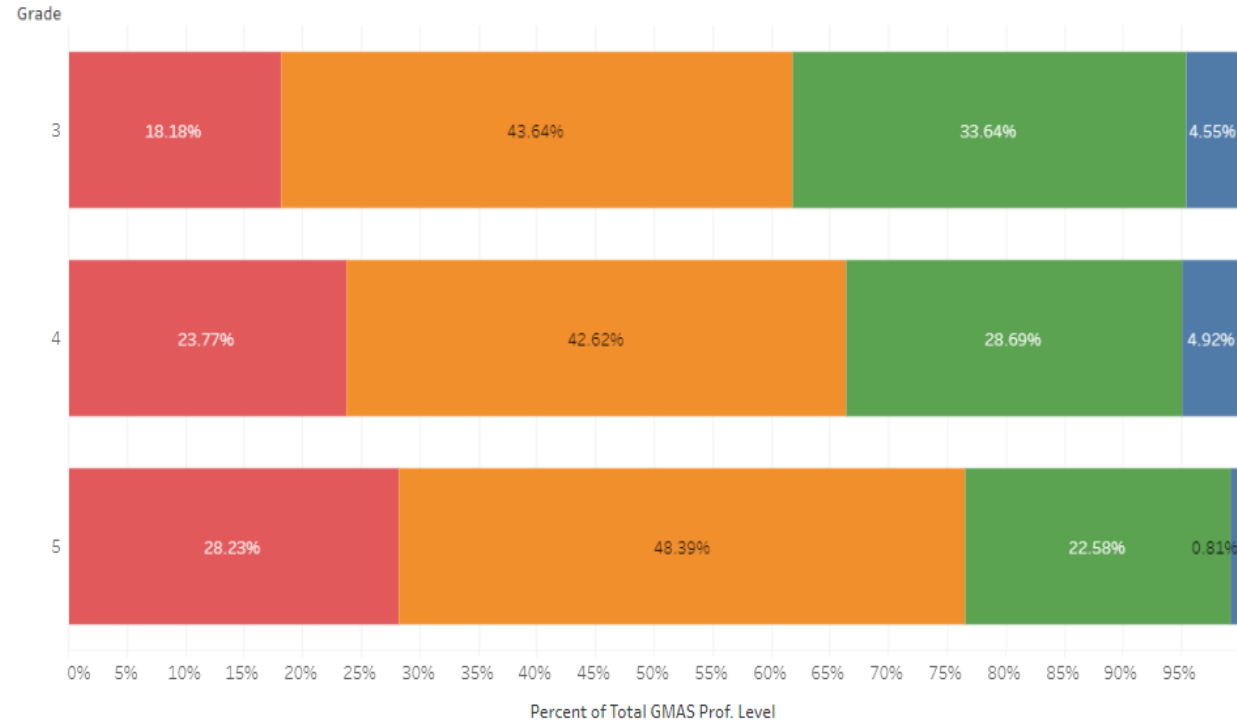
22-23 GMAS Projections by Grade

This workbook includes information based on student enrollment for the 2023-24 school year while utilizing the student scores from the Winter 22 MAP administration. Please be sure to filter for both test and 23-24 school name. Demographic filters are available at the bottom of each tab.

Test: Math K-12 (dropdown)
 23-24 School: 23-24 KES (dropdown)

(All)
 Language Usage
 Math K-12
 Reading
 Science K-12

Cancel Apply



Projected GMAS Level... Student Gender: (All) Student Ethnic Group: (All) SWD: (All) Esol: (All) Gifted: (All) EIP: (All) Grade: (All)

Distinguished
 Proficient
 Developing
 Beginning

School Data: Needs Assessment Survey

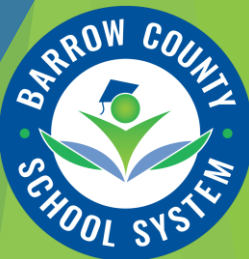
[Infinite Campus \(barrow.k12.ga.us\)](http://barrow.k12.ga.us)

Needs Assessment: Student Academic Success

- What areas of academic performance are strong, and which are most in need of improvement?
- What ideas do you have for improving student academic performance?
- What implications are there for various student subgroups (homeless, English learners, economically disadvantaged, gifted education, special education, etc.)

Needs Assessment: Professional Learning

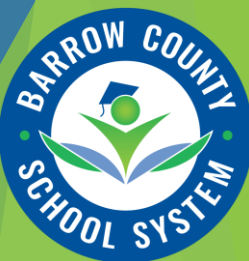
- What are strengths and the largest growth areas in terms of teacher ability to provide high quality instruction?



Needs Assessment: Family Engagement



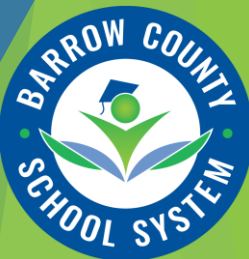
- **What strengths have you noticed related to meaningful family engagement?**
- **What areas are most in need of improvement?**
- **What activities will result in improved parent ability to assist with learning at home?**
- **Beginning with the 2014-2015 school year, our school agreed to allow the district to use the 1% set aside for family engagement to fund a district-wide Family Engagement Specialist. What thoughts do you have about whether this is the best use of these funds?**
- **Please share ideas on training needed by teachers and school staff on how to best partner with parents and families in their child's academic achievement.**



Feedback: School Compact

Our family-school compact for achievement is an agreement that outlines responsibilities of the school, families, and students to help all students reach their highest academic potential.

What should teachers, parents, and students agree to do to ensure student success?

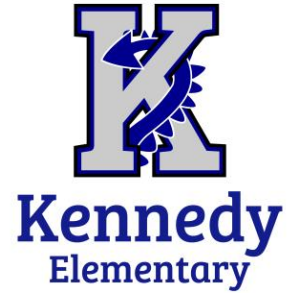


Feedback: System Improvement Plan

What should be the major areas of focus for a Barrow County Schools system improvement plan?



STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



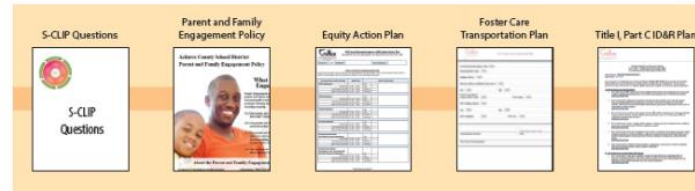
DISTRICT NAME: Barrow County School System

DISTRICT TEAM LEAD: Dr. David Beeland, Jr.

FY23 DISTRICT PLAN

As an alternative to completing its Consolidated Local Educational Agency (LEA) Improvement Plan (CLIP) through the Statewide Longitudinal Data System (SLDS) format, an LEA that gives the assurance below that it implemented a locally-developed school improvement process may submit this Streamlined Consolidated LEA Improvement Plan (S-CLIP) for funding under Section 8305 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015. An LEA completes and submits the responses below to the S-CLIP questions as the first component of the S-CLIP for federal funding.

An LEA's completed application submission under the S-CLIP includes the following:



ASSURANCE: The LEA has in place a locally-developed school improvement process and/or current strategic plan and/or charter system contract.

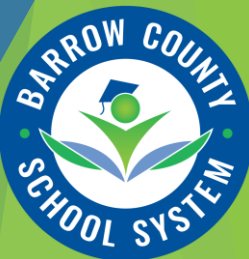
The following prompts include both text space for narrative and, where appropriate, checkboxes for identifying options related to responding to the prompts. Responses to all prompts must be completed.

1. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) in planning for continuous improvement through its locally-developed school improvement process and/or current strategic plan and/or charter system contract.

A Comprehensive Needs Assessment is conducted each spring to assess the needs of the district and schools, as well as the needs of subgroups of students including Economically Disadvantaged, English Learners, Migratory, Homeless, and Special Education students. The process includes stakeholder meetings conducted at both the school and district levels. The Barrow County School System utilizes a variety of data sources to make decisions that will impact student learning and teacher effectiveness. Our needs assessment process includes examining student achievement data, state assessment data, local assessment data, course completion rates, graduation rate, perception data from stakeholder

2.3.2022

Our current Comprehensive LEA Improvement Plan (CLIP) can be viewed [HERE](#)



Feedback: American Rescue Plan (ARP ESSER)



Please share your thoughts on how BCSS has utilized ARP ESSER funds so far. What other areas should be addressed as we come to the end of the grant?

The form is titled "American Rescue Plan (ARP) Act ESSER III-LEA Application" and is from the Georgia Department of Education (GaDOE). It includes a header with the GaDOE logo and the slogan "Educating Georgia's Future". The form contains a table with the following information:

Name of LEA	Barrow County School System
Date of Submission	10.13.22
Original Budget	Amendment # 3

The form is divided into several sections:

- APPLICATION CONTENTS**
 - Assurances
 - LEA Overall Priorities
 - Learning Opportunity Loss Plan
 - Use of Funds
 - Implementation of Preventive & Mitigation Strategies (Return to In-Person Instruction)
 - Learning Opportunity Loss Plan Appendix
- ASSURANCES**

Select each box within each category of assurances. NOTE: Selecting a checkbox is the digital signature for the specified local education agency (LEA) personnel in the assurance.

 - An LEA that receives ARP ESSER funds will develop, submit to the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan, and any revisions to the plan will be submitted consistent with procedures.
 - The LEA assures that ARP ESSER funds will be used for their intended purposes, including:
 - whether and how they will use the funds specifically for COVID-19 prevention and mitigation strategies,
 - how the funds will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions,
 - and how the LEA will ensure that those interventions respond to the academic, social, emotional, and mental health needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic.
 - The LEA assures, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act the LEA will periodically, but no less frequently than every six months, review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, the LEA will seek public comment on the development of its plan, the LEA will seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan.
 - The LEA assures if they revise their plan, the revised plan will address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, for each of the updated safety recommendations to which the LEA has adopted policies, and describe any such policies.
 - The LEA assures if a plan has been developed prior to the enactment of the ARP Act that meets the requirements under section 2001(i)(1) and (2) of the ARP Act, but does not address each of the required aspects of safety established in the interim final rule requirement, they will (as part of the required periodic review) revise the plan consistent with these requirements no later than six months after its last review.
 - The LEA assures the plan will be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.



Scan or Click to share your feedback



**We value your
input! Thank you for
partnering with
BCSS.**

