

Comprehensive Needs Assessment Worksheet

School Name: **Clover Garden - 01C**

As a reminder, a team is required to have met to develop your Needs Assessment and your spending goals. The team must have representation of a cross-section of stakeholders including faculty, staff, board, and parents, at a minimum. A date or various dates where these meetings occurred will be required as part of your application.

This worksheet should reflect any meetings that have occurred.

I. 2024-2025 Planning Allotments:

Funding Source: Title I, Title II and/or Title IV	Budgeted Amount
Title I - 050	\$193, 573.00
Title II - 103	\$37,861.00
Title IV - 108	\$10,000.00

II. Current Use of Funds & Goal Progress Report:

In 2023-2024, the strategies you employed included the following. **Please speak to the effectiveness and impact of each of the strategies listed below in a short sentence or two and include data to support as available.**

Title I, II:

- Support the salary & benefits of MTSS Interventionist & Curriculum Coordinator
 - During the 2023-2024 school year, we used our Title I funds to successfully implement the MTSS Interventionist role as well as add on an additional position of Curriculum Coordinator. Both positions were valuable to the overall success of our instructional programs at CGS. Our students demonstrated exceptional growth in their independent instructional levels in both math and reading. Both positions were able to give support to our students and teachers and hone in on areas in which students were performing poorly and strengthen those areas with small group instruction and support.
- Targeted Professional Development in line with work conducted by the MTSS Interventionists and Curriculum Coordinator.
 - The Curriculum Coordinator and MTSS Interventionist worked together with administration to support the professional development of teachers in the school building. Teachers were given targeted and specific professional development to attend and complete. The targeted professional development focused on areas in which teachers needed to improve based on admin feedback from observations and evaluations and personal growth goals from each teacher. The Curriculum Coordinator and MTSS Interventionist worked together with administration to find and send teachers to professional development that would best suit their academic and instructional needs.

Title IV

- Support the salary & benefits of a Licensed Clinical Social Worker. This position will work with our students specifically identified as having SEL (social emotional learning) needs. The mental health professional will work in partnership with the school's teachers, staff, administration and community partners to help support student mental health needs.
 - The school hired a Licensed Clinical Social Worker to assist with student needs during the school year. This was incredibly beneficial to the students and helped

tremendously with helping students work through mental health concerns. The social worker used strategies that focused on students' overall mental health and well being. Between herself and the other clinical licensed social worker, they were able to serve 8% of our total student population. The case load increased throughout the school year and we utilized the social worker frequently. Students who saw the social worker practiced strategies and were able to be more successful in the classroom, limiting class disruptions and removal from the classroom. The students learned coping skills and various strategies to help with mood regulation, concentration, and calming measures when triggered by various internal/external factors. The social worker worked together with administration to help de-escalate crisis situations for students throughout the school year to help students regain control.

Your 2023-2024 consolidated application goals are:

Title I, II:

- Given support from the MTSS Interventionist and Curriculum Coordinator and further supported through targeted Professional Development, Clover Garden School will increase proficiency in all students in the category of English Language Arts and Math in 3rd-8th grades by 2%.
 - Our students were successful in meeting this goal on their individual diagnostic scores using the national normed diagnostic assessment, I-Ready. Students were assessed on their individual instructional levels and comparison data was collected from Beginning of the Year (BOY) compared to the End of Year Data (EOY). We will continue to have this goal in place for the 24-25 school year due to a drop in our overall EOG standardized testing scores. We are going to continue to focus on ELA and Math this upcoming school year to improve student overall performance.

Title IV

- Given support from the Licensed Clinical Social Worker providing wrap around support to those students identified as having SEL needs and in turn helping students learn healthy coping strategies to use throughout the school day, we will see an increase in proficiency in all students in the category of English Language Arts and Math in 3rd-8th grades by 2%.
 - Our students who were able to visit with the social worker had increased reading and math scores upon receiving mental health supports and services from the social worker. They were able to work through crisis situations to help alleviate the amount of time they had to be removed from classrooms or stay home from school due to mental health crises or disciplinary outbursts or concerns.

Please provide an update on the progress made to date on these goals:

- III. **Would you like to continue using the funds in the same way or make changes? If you'd like to make changes, please provide an updated budget for your intended use of funds. *If spending on salaries, and if known, in addition to the position, please also list the name of the person filling the position for payroll purposes.***

- We would like to continue using the funds to support our MTSS Interventionist roles. We are increasing the need for 2 interventionists instead of 1.
 - Employees are: Lisa Wilson and Brandon Weed.
- We would like to add two additional teaching support positions to support our growing student needs and gaps identified by EOG student performance results. Those two positions are listed below.
 - Title 1- Teacher Assistant for Grade 4 (VACANT)
 - Title 1- Teacher Assistant for Grade 5 (VACANT)
- We would like to provide the Kindergarten through 8th grade classrooms with consumable instructional materials for K-8.
- Roll up Title 4 funds to Title 1 for the 2024-2025 school year.

IV. Do you use NCSTAR? Does what is in NCSTAR support your intended use of funds and include all the following: Current student performance data (current official data or most recent unofficial data), Data analysis, Analysis of federally funded strategies used by the organization during the last programmatic year, and current needs based on analysis of current year's data?

If yes, please provide your Guest login: **GuestS17718
 Guest password: **GuestS17718****

- Our guest log in information is above and was used heavily over this past year. We are unsure if the most current data is uploaded into the system at this current time.

If no, please provide the data you used to support your identified needs/requested budget items from section III.

- We used 23-24 End of Grade state exam scores in Grades 3rd-8th to help identify our needs/requested budget items listed in section III.
- We used the I-Ready Diagnostic Assessment for students in Grades 3rd-8th to help identify our needs/requested budget items for this upcoming school year.
- Increasing the number of interventionists as well as adding teacher staffing support in the areas of Math and ELA will help give our students more individualized instruction in the areas in which they haven't mastered the appropriate skill levels yet to be most successful in their current grade level.

Please complete and return this Needs Assessment Worksheet to Deborah Charron at deborah.charron@anscharter.com by July 15th. Please let me know if you would prefer to complete this by phone or in-person.

Clover Garden School: Preliminary EOGs/EOCs for the 2023-2024 School Year

Comparison of EOG/EOC Scores
Achievement Score: 58.6

	2022 2023	2023 2024	Growth
3rd Grade ELA	75%	50%	-25%
4th Grade ELA	66.6%	60.6%	-6%
5th Grade ELA	57.1%	46.7%	-10.4%
6th Grade ELA	66%	38%	-28%
7th Grade ELA	66.6%	50.6%	-16%
8th Grade ELA	66.6%	54.5%	-12.1%
Total 3rd-8th ELA	66.3%	50.1%	-16.2%

	2022 2023	2023 2024	Growth
3rd Grade MATH	83.3%	66.7%	-16.6%
4th Grade MATH	83.3%	56.3%	-27%
5th Grade MATH	71.4%	70.7%	-0.7%
6th Grade MATH	78%	58.2%	-19.38%
7th Grade MATH	60.7%	53.1%	-7.6%
8th Grade MATH	50%	34.3%	-15.7%
Total 3rd-8th MATH	71.1%	55.3%	-15.8%

	2022 2023	2023 2024	Growth
5th Grade- Science	53%	73.3%	+20.3%
8th Grade- Science	94.7%	64.6%	-30.1%
Total- 5th/8th Science	73.85%	68.4%	-5.45%

	2022 2023	2023 2024	Growth
Math 1	75.8%	45.5%	-30.3%
Math 3	86.8%	87.5%	+0.7%
English II	85%	56.1%	-28.9%
Biology	71.4%	83.1%	+11.7%

MTSS Interventionist Support- Tier III intervention progress:

Grade 1	4 students		Grade 5	8 students
Tier 3	11% growth ELA		Average of 4% math growth	
			Avg of 8% ELA	
Grade 2	11 students		Grade 6	5 students
	ELA increased by 37%		Average of 38% math growth	
			Avg of 8% ELA	
Grade 3	3 Students		Grade 7	2 students
math- average growth 6% math 4% ELA			1 referral to EC for math	
			Avg of 4% ELA	
Grade 4	6 students		Grade 8	6 students
ELA increased by 39% overall			Average of 2% math decrease	
No math students				



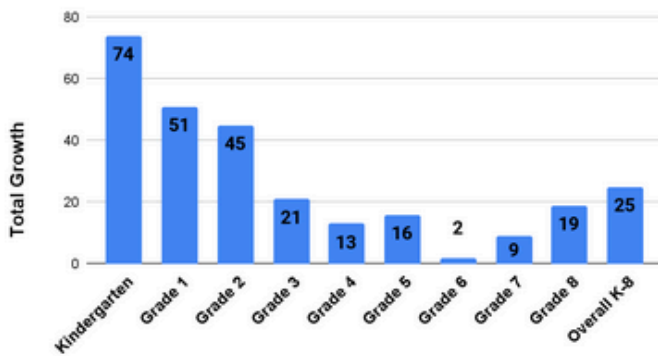
CLOVER GARDEN SCHOOL 2023-2024

Board Updates Math 14th, 2024

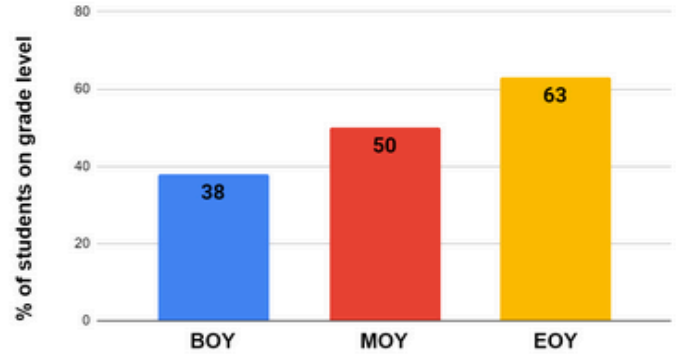
- **K - 8 : iReady EOY Data Review**

- **Reading : 25% Growth overall**

23-24 iReady Growth in Reading

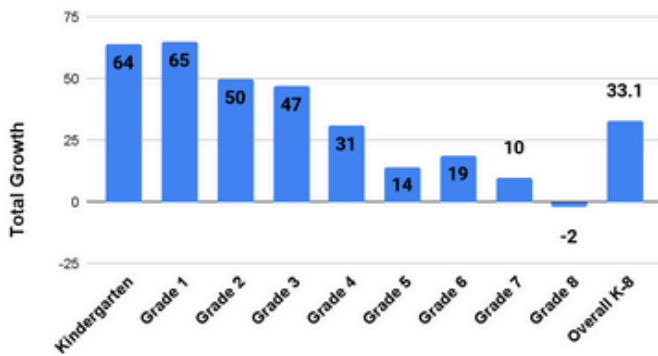


23-24 iReady Growth in Reading



- **Math : 33% Growth overall**

23-24 iReady Growth in Math



23-24 iReady Growth in Math

