

## Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) is used to guide the upcoming school years' decisions.

- Please use this process as you complete the Comprehensive Needs Assessment [Annual Review for each School Process](#)
- Remember DPI requested we not link in data to these plans but instead have the tables/charts/data live in the plan

Please list the Team Members who worked on the Needs Assessment	<u>Name &amp; Role</u> Katie Fugar-Math Coach/Interventionist Elise Bushweiler-Math Coach/Interventionist Tracy Gifford - Teacher Kristin Hudson - Teacher (SWD Teacher) Amanda Plachinski- Teacher Brooke Kasmarek-Teacher Katie Weisbrod - Teacher Jim Viotto - Teacher Sara Foss - Teacher True Yang - ML Teacher Tammy Richter - Principal
Dates the team met to review, analyze, and summarize the needs assessment data.	May 10, 2023 Aug. 1st and 4th 2023. Sept. 18, 2023

When was input sought from the entire staff and parents?	May 10, 2023 Sept. 11, 2023
--	--------------------------------

**Schoolwide Plan Review (how did it go in the previous school year) Use guiding questions from Annual Review Sheet**

**Implementation:**

Clovis Grove implemented all action steps that were written in our 2022-23 School Improvement Plan. Most academic action steps took place during our TCRWP Professional Development, Instructional Coaches monthly meetings and our building and district collaborations.

**Leadership Team:**

Every teacher at Clovis is on a Committee. All committees meet monthly. The PBIS Leadership Team, Academic Leadership Team, Climate and Culture Committee and Family Engagement Committee were instrumental in helping to facilitate the completion of our action steps.

**Professional Development:**

Clovis participated in 5 full days of Teachers College Reading and Writing Project Training for the K-2 teachers with Katie Lindner. The grade 3-5 teachers participated in 5 full days of Teachers College Reading and Writing Project Training with Grace Chough. The focus was on Small Group Literacy Instruction at both levels. The academic coaches and principal participated in a “Focus on Coaching” workshop. Our first Building Collaboration Day consisted of a focus on behavior. 📅 October 27, 2022 Our data was showing that we needed to respond to the behavior needs of our students first in order to create the best environment for academic success. Our second building collaboration focused on literacy assessment 📅 Clovis Literacy Professional Learning 12.6.22 . We also focused on Equity work and “Speaking Up”. During our February Building Collaboration we looked at our mid-year data and evaluated where we were at in relation to the goals we had set at the beginning of the year. Our final Building Collaboration in May consisted of reflecting on the year, looking at our data and writing goals and action steps for the following year.

**Goal Achievement:**

Our 3rd and 5th graders scored above the state on the Forward Exam in ELA. Our goal was to score above the state in ELA at all 3 grade levels. Our 3rd, 4th and 5th graders scored above the state on the Forward Exam in Math. Our goal was to score above the state in Math at all 3 grade levels. As a school, we scored above the state in both ELA and Math.

Clovis Grove's goal of 80% of our students meeting their typical growth goal on the End of the Year iReady Assessment was not met. 60% of our students met the typical growth goal on the Spring iReady Reading Assessment. 62% of our students met the typical growth goal on the Spring iReady Math Assessment.

Parent and Family Engagement (how did it go in the previous school year) Use guiding questions from Annual Review Sheet

**Effective Practices:**

During the 2022-2023 school year, Clovis Grove implemented a new communication system between home and school. TalkingPoints started at Clovis Grove in November of 2022. TalkingPoints is an easy and safe way for families to communicate in their preferred language with their child's teachers via text message or through a mobile app. Our staff was able to use TalkingPoints to communicate a variety of things including updates on learning, classroom activities, updates on academic progress, and updates on student accomplishments. Below is the usage data for the 2022-2023 school year:

## Clovis Talking Points Data-November 2022-June 2023

INDIVIDUAL MESSAGES

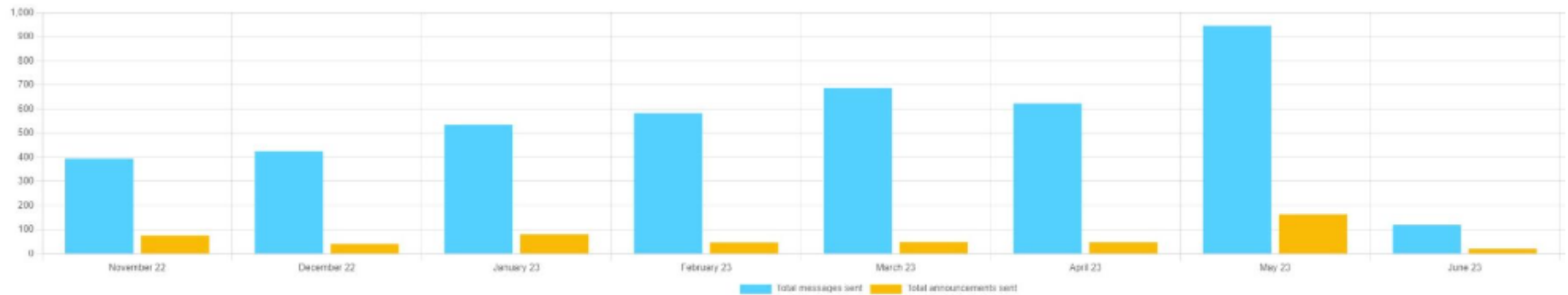
**4313**

ANNOUNCEMENTS

**527**

FAMILIES REACHED BY ANNOUNCEMENTS ⓘ

**620**



For our Fall Parent/Teacher Conferences, 85% of our students had a family member attend conferences.  
For our Mid-Year Parent Teacher Conferences, 83% of our students had a family member attend conferences.

The following chart shows the results from our Title 1 Parent Survey that was distributed at our Celebration of Learning on May 25, 2023. These results will be shared with our principal, literacy team, Family Engagement Committee, and the Title 1 committee at Clovis Grove.

Some things to note:

- # 1: One parent commented that they “wish more teachers knew/were knowledgeable about how to navigate a child on the spectrum.” Perhaps more staff training or a parent workshop about autism.
- #8: After seeing the results, we thought the parents may not know that the piece of paper they sign at conferences is called the School-Family Compact. Next year, we will describe it in parentheses.
- An extra comment was that the staff/school does an awesome job with the variety of needs their family has.
- # 9: Some parents marked more than one time of day that works best so those were included in the totals too.

	strongly agree	agree	disagree
1. I feel that my knowledge of my child(ren) is honored by school staff.	138	77	0
2. The school schedules family/teacher conferences in a flexible way so that I can attend.	160	58	0
3. I feel knowledgeable about the school's expectations for my child(ren).	141	72	2
4. I feel knowledgeable about what is going on at the school.	122	86	5
5. I would like the school to provide families with more workshops or informational events.	32	132	42
6. My child receives additional academic help when needed.	114	90	6

Student Achievement/ Survey Data 22-23

Forward Results/State Mandated Testing:

	Prof/Adv.-	Prof./Adv. State	Difference
CLO ELA GR 3	40.3	37.8	2.5
CLO MATH GR 3	50.8	48.8	2
CLO ELA GR 4	44.3	45.5	-1.2
CLO MATH GR 4	47.1	46.6	0.5
CLO ELA GR 5	39.3	39.1	0.2
CLO MATH GR 5	51.2	48.3	2.9

Overall (Above the State in both ELA and Math)

CLO ELA	41.2	40.8	0.4
---------	------	------	-----

CLO MATH	49.8	47.9	1.9
----------	------	------	-----

District Assessment Data: (Fall iReady-2023)

RTI Center Survey Data:  
Reading and Math SIR:

### SIR Reading Overall Mean

School Year ● 2022-23



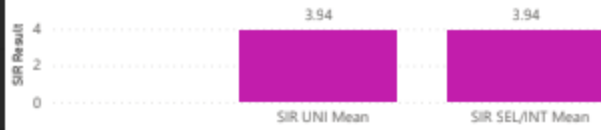
### SIR Math Overall Mean

School Year ● 2022-23



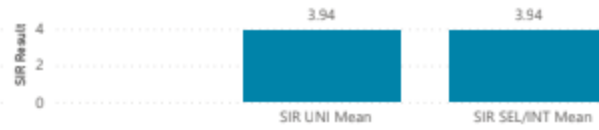
### SIR Reading Universal and Selected/Intensive Mean

School Year ● 2022-23



### SIR Math Universal and Selected/Intensive Mean

School Year ● 2022-23



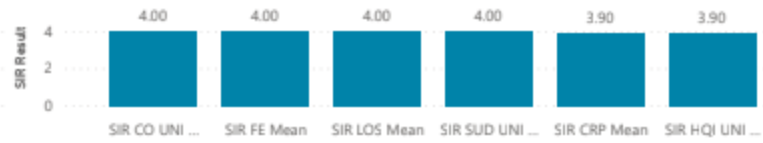
### SIR Reading Universal Subscale Mean

School Year ● 2022-23



### SIR Math Universal Subscale Mean

School Year ● 2022-23



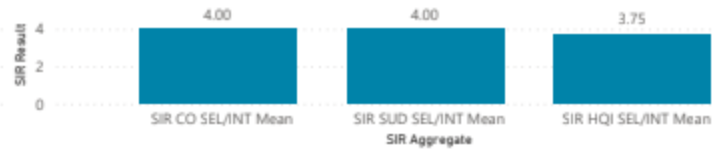
### SIR Reading Selected/Intensive Subscale Mean

School Year ● 2022-23



### SIR Math Selected/Intensive Mean

School Year ● 2022-23





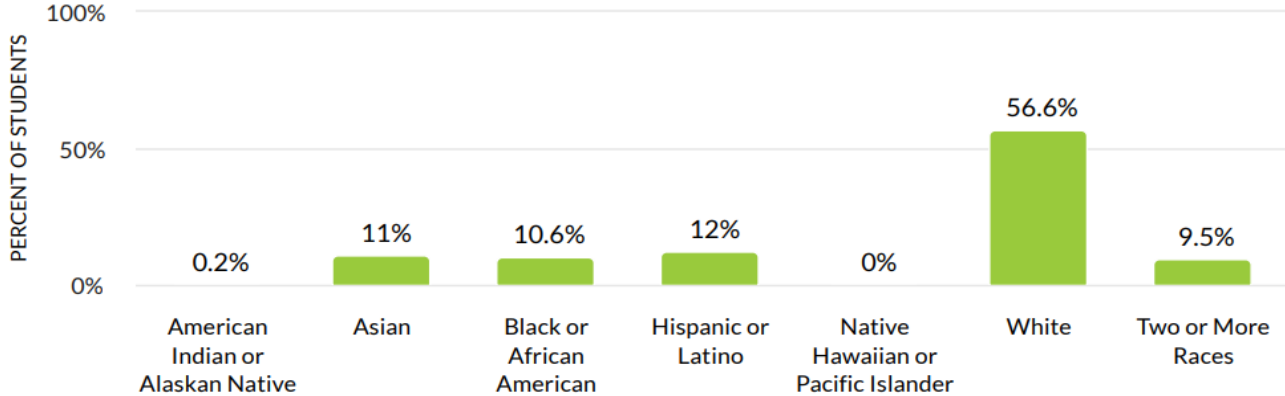


School Demographic Data

Enrollment

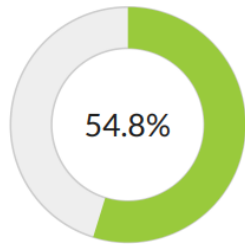
483

Ethnicity



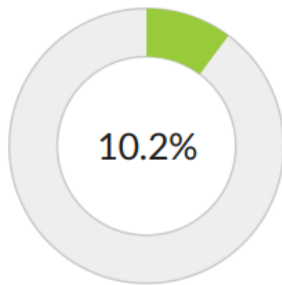
Poverty

**ECONOMICALLY  
DISADVANTAGED**



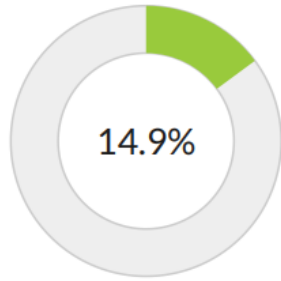
Limited English  
Proficiency

**ENGLISH  
LEARNERS**



Students with  
Disabilities

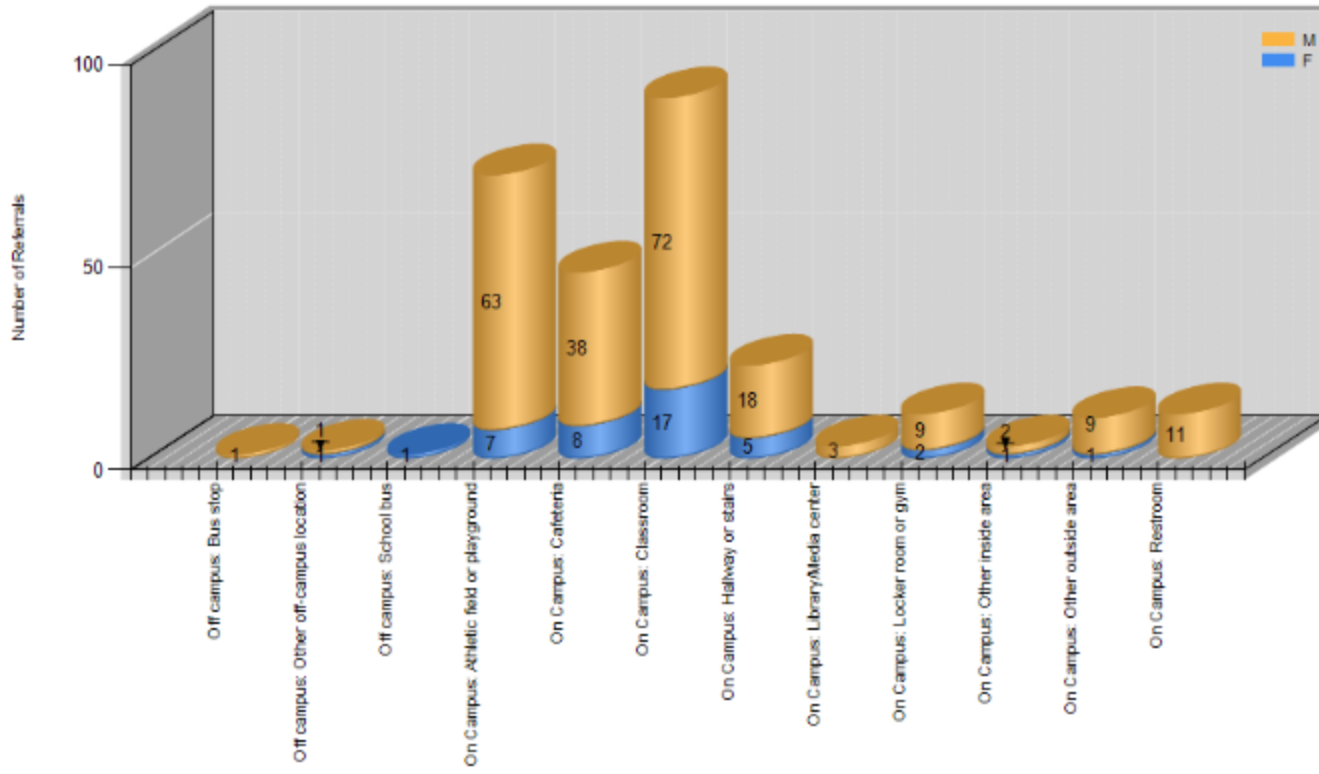
**STUDENTS WITH  
DISABILITIES**



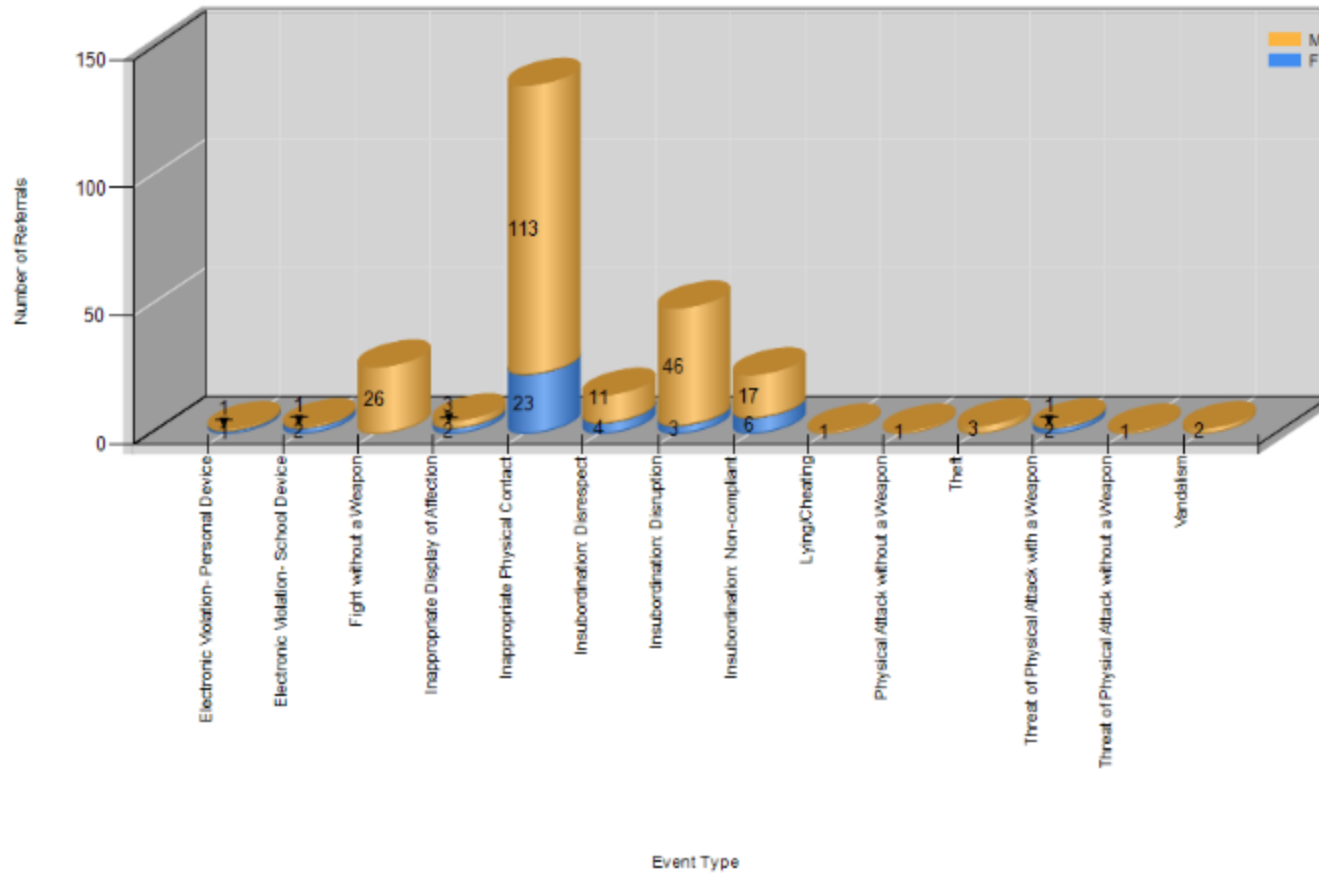
**Behavior Referral Data  
Referrals Summary 2021-22**

Behavior Referral Summary:

Clovis Grove Elementary Referrals by Location (22-23 Clovis ES)



Clovis Grove Elementary Referrals By Problem Behavior (22-23 Clovis ES)

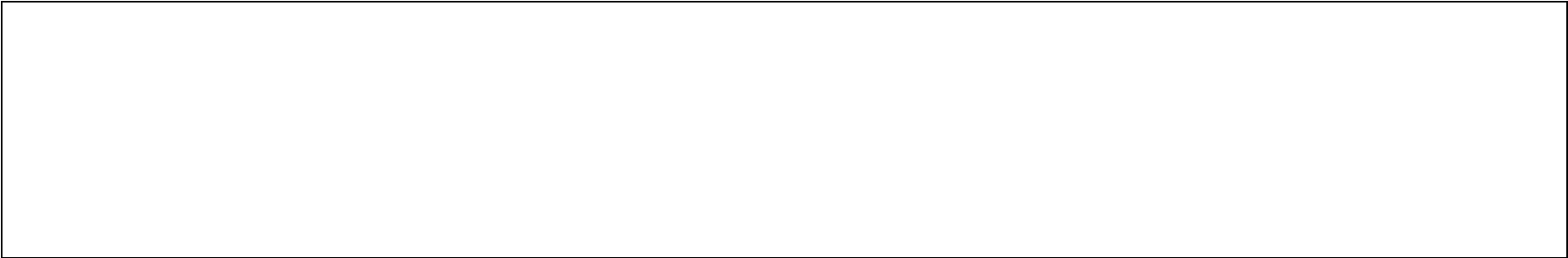


Behavior Majors by grade-2022-23

Copy of Clovis Behavior Trends-2018-2023

Family Survey Data Spring:

A	B	C	D
	<u>YES</u>	<u>NO</u>	<u>UNSURE</u>
<b>1. The staff members are helpful to students and encourage students to do their best at Clovis Grove Elementary School.</b>	60	1	1
<b>2. I am satisfied with the behavior expectations at Clovis Grove Elementary School for my child.</b>	60	2	0
<b>3. The school staff has done a good job of making this school a safe place for students to be.</b>	58	1	3
<b>4. My child has received praise at school for following the Clovis Code expectations.</b>	55	2	5
<b>5. Do you feel that Clovis Grove has a safe, welcoming and inclusive environment for students/families of all cultural, racial, and ethnic backgrounds?</b>	57	1	4
<b>6. I believe my child has benefited from PBIS - Clovis Code system at Clovis Grove Elementary School.</b>	47	2	13
<b>7. This year we've been focusing on student strengths. Have you and your child discussed their strengths at home?</b>	55	4	1



Overall School-wide Strengths, Areas of Focus & Priorities

Priorities are set as a result of the assessment data collected, RtI School-wide Implementation Surveys in both math and literacy

Strengths	Areas of Focus
<p>Reading: What did we do to positively impact our results?</p> <ul style="list-style-type: none"><li>• Our work with Teachers College Professional Developers has continued to grow our staff knowledge base and beliefs in the Units of Study Curriculum</li><li>• Small group instruction is a consistent part of our practice.</li><li>• Continued work in creating a collaborative culture.</li><li>• Co-teaching teams that intentionally plan</li><li>• Coaching cycles are done consistently and with great reflection by teams</li></ul> <p>Math: What did we do to positively impact our results?</p> <ul style="list-style-type: none"><li>• Increasing student discussion in math, especially with partners or small groups.</li><li>• Coaching cycles are done consistently and with great reflection by</li></ul>	<p>Reading:</p> <ul style="list-style-type: none"><li>• Purposeful WIN for all students</li><li>• Small/flexible strategy groups that are data driven</li><li>• Non-fiction focus-reading volume, vocabulary, access for all, high interest</li><li>• Purposeful discourse and discussion with partners and small groups</li><li>• Supports and skills for MLs and others to support more talk in literacy</li><li>• Intentional planning</li><li>• Balance all literacy components</li><li>• Kicking off units by immersing and modeling</li></ul>



teams.

- Increased awareness of facilitating meaningful Math discourse

Math:

- More discourse during math
- More productive struggle
- More math talk, less teacher talk
- Support math vocabulary with scaffolds to facilitate independence
- Workplace differentiation

### Priorities for School Improvement Efforts

Literacy:

- Grade level teams will use their common planning time to collaborate around unpacking the teaching point and intentionally planning for differentiation of large group and small group instruction so all students have access to the curriculum.
  - Educators will use the resources provided to each team to gain understanding and strategies that allow them to plan for academic conversations during literacy lessons.
  - Teachers will co-create anchor charts with students.

Math:

- With intentional planning and collaboration, teachers will create opportunities for mathematical discourse within each Bridges lesson.
  - The educator is providing language supports such as vocabulary cards, sentence stems and frames, etc.
  - The teacher is moving around the room, listening, asking questions, modeling, and giving feedback.
  - Teacher is encouraging students to ask questions and be curious.
  - The educator is preparing and providing materials and tools to students so they can justify and explain their thinking.
  - Teacher plans for questioning that promotes higher level thinking.
  - Educator creates and establishes expectations, norms, and routines for turn and talk and/or opportunities to respond.
  - Educators encourage, honor and celebrate all student thinking to develop a positive Math identity.

## Clovis Grove Elementary's Continuous School Improvement Plan 2023-24

Team Members	Meeting Dates
Katie Fugar-Math Coach/Interventionist	May 10, 2023
Elise Bushweiler-Math Coach/Interventionist	Aug. 1st and 4th, 2023
Tracy Gifford - Teacher	Sept. 18, 2023
Kristin Hudson - Teacher (SWD Teacher)	Oct. 2, 2023
Amanda Plachinski- Teacher	Nov. 6, 2023
Brooke Kasmarek-Teacher	Dec. 4, 2023
Katie Weisbrod - Teacher	Jan. 22, 2024
Jim Viotto - Teacher	Feb. 5, 2024
Sara Foss - Teacher	Mar. 4, 2024
True Yang - ML Teacher	Apr. 1, 2024
Tammy Richter - Principal	May 6, 2024

### Literacy Goal

**Achievement Goal:**

80% of our Kindergarten students will reach the proficient benchmark score in each phonemic area on the Developmental Spelling Assessment by the end of the 2023-2024 school year.

Clovis Grove Elementary School students in grades 3-5 will score above the state percentage for the number of students scoring

Proficient or Advanced on the Spring 2024 Wisconsin State Forward Literacy Exam.

**Growth Goal:**

80% of our grades 1-5 students will exceed their typical growth goal on the iReady Reading assessment by the Spring of 2024.

**Action Steps:**

Literacy Action Steps: Teachers will unpack teaching points in order to provide engaging and equitable lessons for all students.

		Current Frequency With Which This is Observed	What will we see <b>educators</b> doing and demonstrating to accomplish this goal?	Current Frequency With Which This is Observed	What <b>coaching moves</b> will be implemented to support this goal?	Current Frequency With Which This is Observed		
SI.	All students will have the opportunity to participate in the active engagement portion of the lesson. (ie, turn and talks, stop and jot, quick writes, etc.)	C U S R	E1a	Grade level teams will use their common prep time to collaborate around unpacking the teaching point and intentionally planning for differentiation of large group and small group instruction so all students have access to the curriculum. .	C U S R	C1a	ML teams will share and support strategies for academic conversations in the classroom.	C U S R
			E1b	Educators will use the resources provided to each team to gain understanding and strategies that allow them to plan for academic		C1b	During literacy team meetings, ML teachers, Cross-Cat teachers, and coach, will support grade level teachers as they	

				conversations during literacy lessons. ("The K-3 Guide to Academic Conversations", "Academic Conversations")			unpack teaching points.	
			E1c		C U S R	C1c	The coach will help implement conversational moves by modeling, giving feedback, sharing/locating resources for teachers.	C U S R
S2.	All students will have access to appropriate learning tools (charts, visuals, tool kits, comprehension journals/logs, etc.)	C U S R	E2a	Teachers will co-create anchor charts with students.	C U S R	C2a	The coach will provide examples.	C U S R
								C U S R
								C U S R

- Timeline: 2023-2024 School Year
- Persons involved: Students, Teachers, Pupil Services Team, Principal, Literacy Coach and paraprofessionals, and Teachers College Professional Developer
- Data Analysis: Use of building iReady Data and Bottom Quartile Check in Data, Running Records, Confering Notes, SIR data, and DRA data.
- Professional Development: District Level Literacy Training, Building Level Literacy Training with Coaches, Principal and Teachers College Project School Trainers.

2. How is RTI utilized, process in building?

Student needs are discussed at the beginning of the year and students are identified with a Band 1, Band 2 or Band 3 Performance Band. Each grade level has a greatest needs list. This list is analyzed and students are selected for either formal or informal

intervention needs. Students who may be close to having a need, but are not selected for a formal or informal intervention are put on a list for frequent check-ins. Students receiving interventions meet with the interventionist a minimum of 4 times weekly for 25 minutes or 5 times weekly for 20 minutes. Progress monitoring occurs bi-weekly for Tier 2 and weekly for Tier 3. The Parents of students receiving an intervention are notified. Meetings are held typically every 8-10 weeks. These meetings include the parents, teacher, interventionist coaches, principal and occasionally the school psychologist. Plans are reviewed and revised if a student is not making adequate progress.

- Timeline: 2023-2024 School Year
- Persons involved: Students, Teachers, Pupil Services Team, Principal, and Literacy Coach
- Data Analysis: School Psychologist, Interventionists, Literacy Coach and Teachers gather and analyze data.
- Professional Development: Intervention PD is given to all interventionists. The interventionist and the teacher collaborate consistently.

### 3. How will you Progress Monitor

- Timeline: 2023-2024 School Year
- Persons involved: All professional teaching staff and the Literacy Coach and interventionists, the School Principal and the Pupil Services Team will be involved in the implementation of our action steps.
- Data used: Words Their Way, iReady, BAS, DRA and the Wisconsin State Forward Exam, AIMS web

### 4. Assessment

Students will be assessed using the following measurements:

- Timeline: 2023-2024 School Year
- Persons Involved: All professional teaching staff and the Literacy Coach and interventionists, the School Principal and the Pupil Services Team will be involved in the implementation of our action steps.
- Professional Development: Intervention PD is given to all interventionists. The interventionist and the teacher collaborate consistently. Teachers are trained on how to progress monitor interventions..

## Math Goal

Achievement:

Clovis Grove Elementary School students in grades 3-5 will score above the state percentage for the number of students scoring




Proficient or Advanced on the Spring 2024 Wisconsin State Forward Math Exam.

Growth Goal: 80% of our grades 1-5 students will exceed their typical growth goal on the iReady Math assessment by the Spring of 2024.

Action Steps:

Math Action Steps:                      With intentional planning and collaboration, teachers will create opportunities for mathematical discourse within each Bridges lesson.

		Current Frequency With Which This is Observed	What will we see <b>educators</b> doing and demonstrating to accomplish this goal?		Current Frequency With Which This is Observed	What <b>coaching moves</b> will be implemented to support this goal?		Current Frequency With Which This is Observed
SI.	Students are using Math vocabulary while they are speaking and writing.	C U S R	E1a	The educator is providing language supports such as vocabulary cards, sentence stems and frames, etc.	C U S R	C1a	ML teams will share and support strategies for academic conversations in the classroom.	C U S R
			E1b	The teacher is moving around the room, listening, asking questions, modeling, and giving feedback.		C1b	During math team meetings, ML teachers, Cross-Cat teachers, and coaches, will support grade level teachers as they plan for open ended questions and discourse.	
			E1c	Teacher is encouraging students to ask questions and be curious.		C1c	The coach will help implement conversational moves by modeling, giving	

							feedback, sharing/locating resources for teachers.	
S2.	Students listen to peers' mathematical justifications and question and respond.	C U S R	E2a	The educator is preparing and providing materials and tools to students so they can justify and explain their thinking.	C U S R	C2a	The coach will provide examples.	C U S
			E2b	Teacher plans for questioning that promotes higher level thinking. <ul style="list-style-type: none"> <li> DOK Level Two Activities</li> <li> DOK Level Three Activities</li> </ul>		C U S R	C2b	During monthly coaching meetings and coaching cycles the coaches will provide, explore and support the use of higher level questioning.
S3	Students feel safe to share their mathematical ideas and explanations whether they are correct or not. (Mistakes are honored)		E3a	Educator creates and establishes expectations, norms, and routines for turn and talk and/or opportunities to respond. <ul style="list-style-type: none"> <li> Opportunities to Respon...</li> </ul>		C3a	UCP Coaches will provide support, training, or resources for Opportunities to Respond.	
			E3b	Educators encourage, honor and celebrate all student thinking to develop a positive Math identity.		C3b	Coaches will share information about math identity and classroom activities that help develop positive Math identity.	

2. How is RTI utilized, process in building

Student needs are discussed at the beginning of the year and students are identified with a Band 1, Band 2 or Band 3 Performance Band. Each grade level has a greatest needs list. This list is analyzed and students are selected for either formal or informal intervention needs. Students who may be close to having a need, but are not selected for a formal or informal intervention are put on a list for frequent check-ins. Students receiving interventions meet with the interventionist a minimum of 4 times weekly for 25 minutes or 5 times weekly for 20 minutes. Progress monitoring occurs bi-weekly for Tier 2 and weekly for Tier 3. The parents of students receiving an intervention are notified. Meetings are held typically every 8-10 weeks. These meetings include the parents, teacher, interventionist coaches, principal and occasionally the school psychologist. Plans are reviewed and revised if a student is not making adequate progress.

- Timeline: 2023-2024 School Year
- Persons involved: Students, Teachers, Pupil Services Team, Principal, and Math Coach
- Data Analysis: School Psychologist, Interventionists, Math Coach and Teachers gather and analyze data.
- Professional Development: Intervention PD is given to all interventionists. The interventionist and the teacher collaborate consistently.

### 3. How will you Progress Monitor

- Timeline: 2023-2024 School Year
- Persons involved: All professional teaching staff and the Literacy Coach and interventionists, the School Principal and the Pupil Services Team will be involved in the implementation of our action steps.
- Data used-AVMR screenings, K-2 Math pre and post tests, iReady and Fidelity Checks

### 4. Assessment

Students will be assessed using the following measurements:

- Timeline: 2023-2024 School Year
- Persons Involved: All professional teaching staff and the Math Coach and interventionists, the School Principal and the Pupil Services Team will be involved in the implementation of our action steps.
- Professional Development: Intervention PD is given to all interventionists. The interventionist and the teacher collaborate consistently. Teachers are trained on how to progress monitor interventions..

**Engagement Goal**



Communication Goal: The principal will begin "Phone your Family Fridays". 8-10 students will be making calls home with the principal. Talking Points messages that are sent home will be to share positive events. Each teacher will send home, at minimum, one Talking Point message per student each month. Every student will receive a positive postcard by the end of the school year.

Behavioral Engagement Goal:

**PBIS Goal(s) and Action Plan(s)**

**Building: Clovis**

**Year: 2023-24**

**Area of emphasis #1**

**Goal - What do we want to achieve? (include TFI item number)**

1.4 Reduce our minors and majors (all referrals) in the cafeteria and playground by half.

**How will this support our students, staff and building?**

This will reduce loss of learning time by reducing these issues crossing over into the classroom.

**What actions need to take place to achieve this goal?**

Pupil service members will check data on a weekly basis during pupil service meetings. Our beginning of the year kickoff will include additional playground teaching of expectations, based on building needs. We will increase cool tools and acknowledgments for the lunch room and playground. Pupil service members and equity mentor will be present in the lunchroom to teach expectations in the moment and in the location that they occur. Student activity bins will be created by the Leadership Club to be used during lunch. Work with lunchroom supervisors to provide ideas, supports and acknowledgements.

**When do we want to achieve this goal?**

This goal will be achieved by the end of May of the 2023-2024 school year.

**What are some potential obstacles and supports needed?**

Scheduling and staff availability are 2 obstacles and supports needed.

**Area of emphasis #2**

**Goal - What do we want to achieve? (include TFI item number)**

(2.5) Our students in need of Tier 2 services will receive immediate interventions (2 majors in 3 weeks and 5 minors in 3 weeks) within 2 weeks of reaching this criteria.

**How will this support our students, staff and building?**

We will support our students and staff by conducting weekly meetings concerning student behavior. By responding sooner and documenting progress, our students will receive more timely services to match their needs.

We will schedule weekly student concern meetings and document all interventions. Additional staff training on EduClimber is needed.

When do we want to achieve this goal?

We will achieve this goal by the end of the 2023-2024 school year.

What are some potential obstacles and supports needed?

Staff accuracy in documenting majors and minors is an obstacle as well as recording the interventions with consistency.

### Area of emphasis #3

Goal - What do we want to achieve? (include TFI item number)

(1.4) All classrooms will begin the day with Community Building

How will this support our students, staff and building?

Students' emotional needs will be addressed at the beginning of the day to set them on the right path to learning.  
Community Building time will promote a sense of belonging for all.

What actions need to take place to achieve this goal?

Schedules will need to reflect time for Community Building.

When do we want to achieve this goal?

First week of school.

What are some potential obstacles and supports needed?

Breakfast in the classroom may take longer than expected.  
Students who are tardy interrupt the community building time.  
Students who are pulled for intervention, soft start or alert sequence may not be included.  
The Pledge and announcements interrupt. (We have a plan for this.)

Action Steps:

1.

- Timeline: 2023-2024 School Year
- Persons involved: All staff, students and families at Clovis Grove, Universal Classroom Practices Coaches and District Behavior Support Coordinator
- Data Analysis: Clovis Office Major Referral Data, Clovis Minors Data
- Professional Development: Universal Classroom Practices Coaches, Principal, District Behavior Coordinator, OT and Pupil Services Staff will train teachers on best practices in behavior basics, SEL, Community Building and Regulation during building collaboration, staff meetings and as needed.