



McDeeds Creek Elementary
School Improvement Planning
Comprehensive Needs Assessment

CNA questions utilize the following data sources: EOG/EOC: Long Term Goals, EVAAS, Istation (K-3), STAR 360, 9th grade passing rate, Dropout rate, Graduation rate, ACT and SAT (HS), TWCS, Panorama Survey, FAM-S, Process Checks, Attendance, EducatorsHandbook, etc.

A reminder to Title 1 schools that your CNA should drive your budgeting process moving into the next school year. Any strong areas for growth are areas that warrant additional federal funding.

Student Achievement Data	Guiding Questions	Strengths	Growth
	What are the strengths or areas for growth in student proficiency?	<ul style="list-style-type: none"> ● 88% proficiency in Kindergarten composite scores (mClass) ● 85% proficiency in 1st grade composite scores (mClass) ● 94% proficient (iReady reading) Kindergarten ● 80% proficient (iReady reading) first ● 74% proficient (iReady reading) second ● 86% proficient (iReady reading) third ● 82% proficient (iReady reading) fourth ● 75% proficient (iReady reading) fifth ● 164 proficient (iReady reading) Kindergarten ● 124% growth (iReady reading) 1st ● 149% growth (iReady reading) 2nd ● 164% growth (iReady reading) 3rd 	<ul style="list-style-type: none"> ● 66% proficiency in 2nd grade composite scores (mClass - grow MAZE) ● 67% proficiency in 3rd grade composite scores (mClass - grow MAZE) ● Training in MAZE for students and staff to work towards progress monitor checks and preparation ● 73% reading fluency in 2nd grade ● K-1 Word Reading ● Implementing LETRS as a staff (August) ● Informational Text Comprehension in 1st-4th grades (*Resources*) (Ms. Stone also wants to focus more lessons in media on Informational Text
	How does our school's proficiency compare to MCS? NC?		
	Which students are making growth in proficiency? Where are there areas for growth?		
	What does your 3 year trend data indicate?		
	Which students are meeting annual Long Term Goals?		

<p>Are there existing gaps in subgroups? Where are the strengths and weaknesses?</p>		<ul style="list-style-type: none"> ● 154% growth (iReady reading) 4th ● 162% growth (iReady reading) 5th ● 172% growth (iReady math) Kindergarten 	
<p>What does the student data indicate in regards to content areas?</p>		<ul style="list-style-type: none"> ● 93% proficiency (iReady math) Kindergarten ● 79% proficiency (iReady math) 1st ● 69% proficiency (iReady math) 2nd ● 80% proficiency (iReady math) 3rd ● 86% proficiency (iReady math) 4th ● 74% proficiency (iReady math) 5th 	<p>for all grade levels.)</p> <ul style="list-style-type: none"> ● 3rd grade reading (EOG) 68.8% proficiency ● 4th grade reading (EOG) 74.3% proficiency ● 5th grade reading (EOG) 63.3% proficiency
<p>When comparing data sources, what trends are apparent?</p>		<ul style="list-style-type: none"> ● 172% growth (iReady Math) K ● 121% growth (iReady Math) 1st ● 114% growth (iReady Math) 2nd ● 127% growth (iReady Math) 3rd ● 126% growth (iReady Math) 4th ● 93% growth (iReady Math) 5th ● 38.4% BOG reading proficiency 3rd grade to 68.8% EOG proficiency ● 3rd grade math (EOG) 82% proficiency ● 4th grade math (EOG) 79% proficiency ● 58.9% EOG math 4th grade proficiency to 65% EOG math proficiency in 5th grade ● 80% proficiency EOG 5th grade science (82.7% proficiency EOG 5th grade science Lycans) ● Preliminary student reports show 3rd, 4th, 5th grade reading and math, 5th grade science EOG school performance above the district (21-22) and state (20-21) averages 	<ul style="list-style-type: none"> ● 5th grade math (EOG) 65% proficiency



		<ul style="list-style-type: none">• One of our 3rd grade students scored proficient on the Extend1	
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Implementation Data	Guiding Questions	Strengths	Growth
	<p>How is core instruction being assessed throughout the school? What evidence of the instructional frameworks is evident?</p>	<ul style="list-style-type: none"> ● 27 teachers attended the Solution Tree PLC conference and came back to facilitate our PLC process at McDeeds ● Common planning time is a strength at McDeeds for all grade levels. ● Capturing Kids Hearts data shows McDeeds survey results score above target averages for Leadership, Teacher, Culture and Climate, and Student responses. McDeeds continues to put relationships first and has been nominated as a National Showcase School. ● Our staff is fully trained and all new staff members are on boarded with Capturing Kids Hearts training. 	<ul style="list-style-type: none"> ● Common formative assessments (One central spreadsheet for each grade level to pool all of the CFA data for each content area by standard) for MTSS support and tracking ● Reviewing our FAM-S data, Crews is building a team to further support our MTSS process at McDeeds. This team will be reviewing data to facilitate the next steps from CORE instruction. ● McDeeds will be implementing a Google Form for concerns as a prerequisite for referrals as well as a folder of intervention resources for teacher implementation. ● Implementing Data Talks for specific student discussions, in addition to our existing PLT meetings. ● Datapoint management expectations will be put in place next year for teacher implementation.
<p>What are our strengths in implementing particular instructional practices? What data points support the strengths/concerns that are identified?</p>			
<p>How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement?</p>			
<p>To what degree is rigor and student engagement occurring throughout the building?</p>			
<p>What are strengths and concerns from</p>			

	<p>specialized programs in your school? (PBIS, MTSS, Keys to Literacy, Capturing Kids Hearts, etc.)</p>		
	<p>What does the FAM-S indicate are areas of strength and areas for focus?</p>		
	<p>What did your process checks indicate about your SIP implementation?</p>		

Demographic Data	Guiding Questions	Strengths	Growth
	What changes have occurred in student demographics?	<ul style="list-style-type: none"> ● The Glows and Grows process was very beneficial for all teachers involved, providing feedback and support for classroom instruction. ● Mentor program in place to support BTs ● 300 of our staff total absences days are for Professional Development 	<ul style="list-style-type: none"> ● Admin will report follow ups for Educator Handbook referrals with teachers. ● Our goal for next year's BT/Mentor program is to have 1 BT for each Mentor. We have trained more Mentors for next year's program. ● Accountability for our team members' absences, scheduling, and attendance for staff meetings. (1631 staff absences— 748 absences due to illness, 300 absences for professional development)
	What are the teacher/student ratios? Are staff demographics a reflection of student demographics?		
	What's the ratio of BTs? National Board certified teachers? Lateral Entry?		
	How is new staff supported? What feedback do they provide? What is the trained mentor/mentee ratio?		
	Staff turnover rate? Retention rate? Staff Attendance?		
	How do you specifically engage parents and families? How do you get family input on decisions made within the school?		

Perception Data	Guiding Questions	Strengths	Growth
	<p>What are the strengths and concerns from the perception data? (TWC, classified working conditions, parent surveys, SET reviews, PBIS Tiered Fidelity Checks)</p>	<ul style="list-style-type: none"> ● Access to instructional materials & technology ● Community support and involvement ● Managing Student Behavior ● Teacher Leadership ● Teacher Retention ● Equity ● Safety ● 92% classified staff school satisfaction (appreciated and valued) ● Pride in working at our school ● 94.99% of our students are in Tier 1 (behavior data) ● We will be continuing to offer an embedded therapist to support our Tier 2 and 3 students. 	<ul style="list-style-type: none"> ● Non-Instructional time provided for teachers: our analysis ranked below the district. We will review the EC and Specialists common planning time, as well as lunch and recess duties. ● School Improvement team provides effective leadership at McDeeds. ● When notes are finalized in NCStar, all of McDeeds will be notified. ● Professional development, leadership issues, use of time in my school are areas of concern. ● Promotion of our School Improvement Plan for all staff for common knowledge and understanding. ● Clarification and specialized departmental support for professional development ● Implementing a professional development calendar ● Check ins with TAC to seek feedback for district professional development concerns. ● Feedback/survey for data driven professional development to align with the School Improvement Plan ● Explanation of classroom organization and assignments for staff ● Training and Resources (focusing professional development for
	<p>How do students describe the school climate? How does this compare to staff's perception?</p>		
	<p>What does the data reflect regarding student behaviors, discipline, etc? (Educator's Handbook)</p>		
	<p>What number/percent of students are considered chronically absent? (> 10% absent)</p>		
	<p>What does the student discipline data indicate regarding practices to support student behavior? (Behavior interventions - PBIS/MTSS) How does this compare to classroom student achievement data? (At-risk students)</p>		
	<p>How does your school's perception data compare</p>		

	to MCS? State data?		classified staff) <ul style="list-style-type: none"> • Educator Handbook training and expectations for all staff
	What does your Panorama data (SEL, YRBS, Culture, & School Surveys) indicate in regards to student safety, health, welfare, and school culture?		

Equity Data	Guiding Questions	Strengths	Growth
	What does discipline data indicate about equity in your school?	<ul style="list-style-type: none"> 100% proficiency for our Biracial and Asian students in 5th grade science 	<ul style="list-style-type: none"> Non proficiency for our African American students in Reading, Math, and Science Non proficiency for our Hispanic students in Reading Non proficiency in Reading, Math, and Science for our students with disabilities
	What do advanced coursework demographics indicate about equity in your school?		
	What do EC demographics indicate about equity in your school?		
	What does student SEL survey data indicate about equity in your school?		
	What are your school's strengths and areas of concern related to equity?		
	How is ongoing equity work assessed throughout your school?		
	What progress was made with your school's equity Problem of Practice (POP) last year? Do you plan to continue work on the same POP next year? Will you focus on a new equity POP?		



Priority Needs	Root Causes (with evidence)	Solutions (Improvement Strategies)
Student Achievement and Performance Equity	659 total students 1.062% Asian 4.4% African American 10.16% Hispanic 0.151% Native American 4.855% Biracial 0% Pacific Islanders/Hawaiian 79.36% White	PLC data & spreadsheet for tracking each subgroup Research-based interventions Check-Ins Support to determine specific accommodations Review of accommodations with staff for clarification and accountability
MTSS Processes, Procedures, and Expectations	Number of new teachers, new staff members, new students	PD explaining processes and expectations as a school for the MTSS process Streamlined and standardized CFA data tracking as part of our PLC process McDeeds Creek MTSS handbook and training
Teacher Professional Development	TWCS results Feedback from SIT discussion	PD and clarification for interventions PD and clarification for MTSS Protected “Kid Talk” times for third Thursdays in the PLC process PD and clarification for interventions



**CNA Summary -
Describe your Conclusions**

We will continue to target our CORE instruction and 80% (higher) proficiency in reading, math, and science, while prioritizing student performance equity; MTSS processes, procedures, and interventions; growth in the PLC process as a school while streamlining CFA data tracking to best target student supports with intention.



CNA Data Summary

Does your CNA Summary answer the following questions?

<p>Who are we?</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Have we provided a school profile that is an accurate snapshot of the school?<input checked="" type="checkbox"/> Is there a clear picture of what is and has been occurring at the school?<input checked="" type="checkbox"/> Are trends identified?	<p>What are our areas of strength?</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> What is going well at the school?<input checked="" type="checkbox"/> What successful area can we replicate?
<p>What are our areas of concern?</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> What priorities do the data suggest?<input checked="" type="checkbox"/> What focused or narrowed area of student need and adult practice do we need to address? What do we know about the needs of various subgroups in the school?	<p>What are our proposed solutions to address the priority concerns?</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> What researched and evidence-based solutions will be implemented to address the priority concerns?<input checked="" type="checkbox"/> What solutions will generate success?<input checked="" type="checkbox"/> What is the ultimate aim (description of what will be put in place to increase student performance)?