

Comprehensive Needs Assessment (CNA)



2023-2024

Contact Information

School:	Charlotte Mecklenburg Academy (CMA)	Courier Number:	461
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Learning Community:	Southwest	School Website:	Link to website
Principal: Laura Hamby (interim)			
Learning Community Superintendent: Nicolette Grant			
What is your CSI school's federal designation?	<i>(CSI- LP & LG) Both Comprehensive Support and Improvement</i>		
What is your ATSI school's federal designation?	N/A ▾		



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Comprehensive Needs Assessment

The Comprehensive Needs Assessment is legislated by Every Student Succeeds Act. A Title I schoolwide program shall be based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

ESSA Section 1114(b)(6):

(A) A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.

Guidance on completing the form:

- Please be evaluative, rather than descriptive, and make your focus outcomes for students.
- It is recommended that schools utilize their Insight Survey results as a guide.
- Include references to where the evidence of your CNA can be found, e.g., “excellent boys’ results in state math tests as shown in annual report to the state”.
- Be concise; (for example, use bullet points or note form). Aim to confine your response to no more than eight pages.
- Please omit sections where you feel you are not in a position to respond.
- Once complete, use the information collected to build and align School Improvement Plan goals (Indicators & Action Steps in NCStar)
- Finally, upload into [NCStar](#) (into Document Upload – folder icon at top right) to submit with the School Improvement Plan

What approach should we take?

Schools have adopted different approaches.

In some schools the principal and the leadership team have completed the form as a part of one of their regular meetings.

Other schools have devoted part of a faculty meeting as a way of involving all members of staff; this is highly recommended as a means of engaging the whole staff, helping them to prepare for the review and gathering evidence which reflects the work of the whole school.

Demographic Information



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Please print the [Dashboard Overview](#) for your school from Navigator Portal and attach it to the Comprehensive Needs Assessment.

1. How effective is your school in ensuring high quality achievement for students in all grades, especially in the core subjects?

Our school is more effective in ensuring high quality achievement for students in grades K-8 than at the 9th-12th grade level. This is demonstrated by the MAP Growth data as well as EVAAS scores. This is due to less student absences as well reading instruction and skill building into the core content. Our EOY Data for the 2022-2023 results are below:

- **K-3 DIBELS:**

- Overall composite score of at or above proficient is 17.7% with Black and Hispanic students demonstrating CCR proficiency at 18.2%.

- **K-8 MAP:**

- 5.3% of students met CCR proficiency. Black and Hispanic proficiency CCR rate is 6.9%.

- **EOG's and EOC's :**

- Preliminary data has the school composite for Level III/IV/V at 4.7% and 2.8% for Level IV/V.
- For 3-8 reading, the overall proficiency is 8.3% for Levels III/IV/V and 2.8% for Levels IV/V.
- For 3-8 math, the overall proficiency is % for Levels III/IV/V and 46.6% for Levels IV/V.
- For 8th grade science, the overall proficiency is 12.5% for Levels III/IV/V and 12.5% for Levels IV/V.
- For EOC English II, the overall proficiency is 25% for Levels III/IV/V and 25% for Levels IV/V.
- Projected 2022-2023 data indicates that the school's graduation rate is 46.15%
- In terms of Levels IV/V (CCR) on the 2022-2023 preliminary end-of-grade/end of course tests in reading, math, and science, the school demonstrated an increase for: School Composite (+2.8%), Grade 8 Reading (+12.5%), Grade 8 Science (12.5%), EOC English II (+25%) compared to the 2021-2022 school year.
- In terms of Levels III/IV/V (GLP) on the 2022-2023 preliminary end-of-grade/end-of-course EOG/EOC tests in reading, math, and science, the school demonstrated an increase for: School Composite (+3.1%), Grade 3 Reading (+33.0%), Grade 8 Reading (+12.5%), Grade 8 Science (+12.5%), EOC English II (+25%) compared to the 2021-2022 school year.
- 2022-2023 and 2021-2022-Grade 6 Reading=(11.1%) was the same for both academic years



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- **How do you know?**

This is demonstrated by the MAP Growth data as well as EVAAS scores. This is due to less student absences as well reading instruction and skill build

- **In which subjects and grades do students do best, and why?**

Students in K-7 consistently make the most growth in math and literacy. K-6 grew in math. Students in grade 7 did not perform as well. Students in K-7 grew in literacy. Students in English 2 made high growth. In English 2, we implemented Springboard with fidelity.

- **In which subjects and grades is improvement needed, and what action is currently being taken?**

We continue to need to make improvement in the area of Math, Science and Reading. The following actions are currently being taken for the 2023-2024 school year:

- Additional positions for Teacher of Impact in the area of Math, Science, and ELA were added. The Math Teacher and Science Teacher positions have been filled. The ELA EIT position is still vacant and we are pursuing candidates. We have also hired Bloom's Literacy to tutoring students in foundational reading skills through 1:1 and small group instruction. She has applied to join our staff fulltime.
- The intervention block will be revamped utilizing data and IEP goals, aligning individual assignments and resources to IEP goals at the secondary level for Quarter 2.
- The School Psychologist position is currently vacant and we are pursuing candidates for this position. They will be the point person for our MTSS process here at Charlotte Mecklenburg Academy as well SEL point person.



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- **8-12 (with the exception of English 2): District Support staff collaborate with facilitators to support instruction and implementation of curriculum. Learning Community Instructional staff have been invited to PLC and coaching sessions with CMA students. ILT is also participating in Relay training this school year.**
- **PD sessions are being planned throughout the school year based on walk through data and formal observation feedback. The first sessions planned were on Co-Teaching and High Leverage Practices and Increasing Student Engagement.**
- **70% chronic absenteeism:(Pretty consistent throughout the year)- The Instructional Leadership Team and Support Team are working on Credit Recovery Plan as well incentives for students to increase their attendance.**
- **Medic: 84% of calls made resulted in a transport; over 70% of calls for behavioral health reasons: CMA is collaborating with District to increase the mental and behavioral support for Charlotte Mecklenburg Academy.**
- **There are less Ds in the EOY report in comparison to the 21-22 school year, but there are more Fs in this school year in comparison to 22-23 (Is the attendance policy that affects HS a reason? How can we address this? Be more intentional throughout the year by case managers and LSS to contact HS students that are getting close to over 10 absences, and having plans to get those over the limit to make up time. Are there in-school options to make up seat time for missed days? During Homeroom or a Learning Lab?**

- **Is there evidence of disparities in student achievement by subgroups? If so, what action is being taken?**

Yes, there is evidence that there is a disparity the EC groups as well African Americans and Latino groups . These are being addressed through the Teacher of Impact positions , and the Intervention block.

- **How is your school addressing the specialized needs of EC and EL students?**



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This is a complete, separate, special education program. Staff have been trained on Safety Care, increasing capacity of staff to intervene during student crises or behavioral outbursts. There is concern that increases in behaviors pose ongoing safety issues at the school. Staffing shortages and teacher turnover are barriers to meeting all students' needs.

Sensory Room provides SEL support for our EC students.

The district has assigned an MLL person who consults with our staff and shares strategies. There are only 4 students; however, we make sure the IEP match the LEP plans.

No MTSS coordinator and vacancy in School Psych, making it challenging to meet behavioral, social, and emotional needs of the students.

- **How does your school use student performance data to take and adjust actions to improve student achievement?**

We continue to advocate for additional positions (i.e., EIT)

Ms. Chambers with Blooms Literacy to teach literacy/reading intervention in K-12.

- **How does your school allocate available resources to improve student learning and achievement?**

- Contracting with Blooms' Literacy/Ms. Chambers resulting in increases/growth in DIBELS, MAPS
- She did all K-8 assessments. Plan was for guest teachers and assistants to work with her. Funds are limiting the impact on increasing capacity of staff.
- IPG funds were exhausted, limiting the amount she can work.

2. How effective is the quality of teaching and instruction in ensuring high quality learning, progress and achievement?

Charlotte-Mecklenburg Academy saw an overall school composite increase for college and career readiness of 2.8% in the preliminary data for the 2022-2023 school year. Highlights include a 12.5% increase for 8th grade reading and science as well as a 25% increase in English II compared to the 2021-2022 school year. The team did not meet the CCR targets for 8th grade math (14%) and Math I (12.5%). While no



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students met the CCR goals for 8th grade Math or Math 1, more content was covered in 8th grade and Math 1 courses. This provides a baseline for math growth in the 2023-2024 school year. Regarding GLP, preliminary data indicates a school composite increase of 3.1% with the greatest jump observed in the 3rd grade reading data (increase of 33%). According to K-3 DIBELS test results the overall composite score of at or above proficient is 17.7% with Black and Hispanic students demonstrating CCR proficiency at 18.2%. Every elementary student that tested twice showed growth on Dibels scores and microphase. According to 2-8 MAP, 5.3% of students met CCR proficiency with Black and Hispanic proficiency CCR rate at 6.9%.

While the academic planning structures are in place, grade level and content area planning were, at times, sporadic this year due to staffing shortages and vacancies. Teachers meet in grade level and content area PLC sessions that are aligned to grade level or content area standards. As a result of the transient nature of our students and lack of consistent instruction due to Mental Health treatment, we find that many of our students lack the foundation level skills in all content areas. Most teachers are EC Certified, and do not have the content level expertise (certification). However, teachers have worked very hard to teach the core and to provide standard aligned lessons while also offering specially designed instruction to meet the needs of all students. Expanded impact teachers in core content courses provided additional support across K-12. The district provided full canvas courses and shells for teachers. We implemented EL Education (K-8), Envisions Math (K-5), Open-Up Math (6-8), district developed math curriculum (9-12) and Springboard (9-12) for high school ELA.

To address the special education needs, the team sees an opportunity in aligning instructional leadership support to high-leverage practices for special education and taking MTSS work down to the grade-band team level for problem solving rather than only looking at it from a school-wide lens. Furthermore by improving the use of tools such as Mastery Connect, Center Point and MAP for High School the team hopes to improve the PDSA (Plan, Do Study Act) framework used in PLC planning. The school has additional teachers attending UnboundEd this summer, and will continue efforts to focus on providing students with GLEAM (Grade-Level, Engaging, Affirming and Meaningful) educational experiences.

- **How do you know?**

In addition, CMA has established opportunities for students to engage in enrichment activities during the school day, which through the development of our student engagement committee, we were able to provide more and varied experiences to students than in previous years.



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Students were provided opportunities to engage in academic, social and professional experiences. These activities include: The opportunity to participate in clubs weekly. Students participated in 100 Gardens focused on Hydroponics. During the 2022-2023, students had the opportunities to participate in a variety of field trips across disciplines, including technology, science, math, language arts, social studies, and art. The student enrichment committee planned site-based experiences, including kickball games, basketball clinics, and awards day ceremonies.

- **Which are the strongest features of teaching and learning and why?**

- **Ms. Chambers, Blooms Literacy consultant**
- **Creating a strong science lab**
- **Sensory Room**
- **Teach all day-content differentiated**

- **What aspects of teaching and learning most need improvement and what action is being taken?**

- **Staffing shortages**
- **Challenges in recruiting high-quality staff**
- **Staff turnover due to challenges in managing student behaviors/emotional issues**

- **How do teachers assess students' achievement of learning objectives and adjust instruction with assessment information?**

- **Pre and post assessments**
- **SDI Lesson Plan Template**
- **Mastery Connect Trackers**
- **Standard Based Trackers/ checklist**
- **SDI Lesson Plan Template**
- **MAP Assessments**
- **Dibels Assessments**
- **Exit Tickets**
- **Formative Assessments**



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- **How do your teachers ensure a broad range of learning experiences for all students?**

We integrate specially designed student instruction. The SDI Lesson Plan Template was created to give students access to grade level, rigorous instruction and content, identifying both what the student needs to access the content and what moves teachers need to make to ensure student access to the content. Teachers integrate High Leverage Practices in the core content areas. Our OCS program integrates work experiences into the school day. We offer field trips and community experiences to all students.

3. How effective is the school in establishing a high quality partnership with parents, other schools and the community?

Charlotte-Mecklenburg Academy currently invites all staff, parents, and community members to attend the bi-weekly SIT meetings. This invitation is extended through ConnectEd messages, via our school website, and Facebook page. In addition meeting minutes are provided to families and staff following each SIT meeting to provide updated information. More parents are involved in advocacy for their students. On an individual level, parents are responsive.

For the 2023-2024 school year the school has established school-wide committees aligned to key school culture improvement initiatives. All teachers and licensed support staff have regular opportunities to provide input through PLC meetings.

CMA engaged in establishing meaningful partnerships with community organizations so our students will develop social capital that is not being accessed through their family or personal relationships. We will have authentic partnerships in which all members share knowledge and decision-making with educational issues. We will have established partnerships within the community to share the school's goals. As a school we will be able to provide for a two-way discussion of potential goals for collaborative activities and shared goals that will benefit all stakeholders as well as creating working goals that can be modified as the partnerships evolve. As a school we will have established checkpoints with community partnerships to ensure the relationship is working and the shared goals are being met and celebrated.



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- **How do you know?**

Charlotte-Mecklenburg Academy utilized Parent Square to maintain communication with parents as well as emails, texts and phone calls.

Our SIT developed a parent feedback survey to involve parents in our work at CMA, we identify this as an opportunity to provide to parents and reflect on our practices.

Parent engagement presents a challenge because of the transient nature of our student's placement. Currently, we have five students who are identified as McKinney Vento, nine students residing in group homes, six students residing in foster homes, and many students residing with non-parent guardians. Two of our students are in day treatment, and five are currently served in homebound. We have three children hospitalized.

- **Which are the strongest features of communication between home/school about the school's work and about each student's achievement? Why?**

All teachers are expected to utilize ParentSquare to communicate with parents. Parent invitation events throughout the year are hosted in the building. This year, we are bringing out quarterly Award Ceremonies. Our Support Team works very hard to schedule and facilitate parent teacher conferences as well as other types of team meetings.

- **What needs improvement and what action is being taken?**

One challenge that CMA faces is recruiting and maintaining parents on the School Improvement Team. This being addressed through frequent communication as well each PLC is charged with submitting two parent contacts every month to recruit members and parent input.

- **What aspects of the school's work to involve parents/guardians and the community in the life of the school work best? Why?**



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Parents and guardians were invited to participate in the school improvement team. Parents are frequently in the building for IEP meetings, check ins, and drop offs. However, participation on the SIT is minimal; thus, parents are not involved in decision making beyond their own child's learning needs.

We have a committee committed to increasing parent and community engagement outlining action steps related to increasing communication between the school and community.

- What needs improvement and what action is being taken?

CSI/ATSI - Comprehensive Needs Assessment Resource/Fiscal Addendum Only

*****Resource Allocation for CSI/ATSI Schools*** (See D1.02):**

Based on the data analysis and current needs listed above, how will the school plan to align and allocate resource(s) (money, time, human resources, instruction/training) within each school's instructional priorities?

Charlotte-Mecklenburg Academy saw an overall school composite increase for college and career readiness of 2.8% in the preliminary data for the 2022-2023 school year. Highlights include a 12.5% increase for 8th grade reading and science as well as a 25% increase in English II compared to the 2021-2022 school year. The team did not meet the CCR targets for 8th grade math (14%) and Math I (12.5%). While no students met the CCR goals for 8th grade Math or Math 1, more content was covered in 8th grade and Math 1 courses. This provides a baseline for math growth in the 2023-2024 school year. Regarding GLP, preliminary data indicates a school composite increase of 3.1% with the greatest jump observed in the 3rd grade reading data (increase of 33%). According to K-3 DIBELS



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test results the overall composite score of at or above proficient is 17.7% with Black and Hispanic students demonstrating CCR proficiency at 18.2%. Every elementary student that tested twice showed growth on Dibels scores and microphase. According to 2-8 MAP, 5.3% of students met CCR proficiency with Black and Hispanic proficiency CCR rate at 6.9%.

A total of 98 classroom walkthroughs were documented in the 2022-2023 school year. There were 17 visits where teachers did not have learning objectives posted, and nine indicated that there was not specially designed instruction. An area of opportunity is the use of co-teaching in classrooms, as only three walkthrough entries observed co-teaching.

One challenge to instructional equity is the range of educators in the building. We have four guest teachers serving in the classroom as instructional experts, and seven teacher assistants supporting instruction. These teachers require scaffolding and additional support to develop instructional skills.

At full implementation, instructional consistency would be evident in walk through data and in teacher lesson plans. Professional learning communities would meet regularly to discuss practice and reflect on student progress. These meetings would be driven by student data to be able to address gaps in student learning. Facilitators would be providing each teacher with several rounds of feedback with targeted areas of opportunity. Professional development would be individualized based on skill set and areas of improvement for each teacher. Student behavior data would suggest increased engagement in every class, with a reduction in referrals school-wide.

Within the 2023-24 school year, our school identified the following resource instruction and training,, as a result, our school plans to mitigate this inequity by Engage in RELAY/NCILA professional development to increase leader capacity around instructional best practices. . (All goals).