



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction

### COMPREHENSIVE NEEDS ASSESSMENT

<b>ORGANIZATION NAME:</b>	Movement Charter School - Eastland
<b>ORGANIZATION CODE:</b>	62K
<b>SCHOOL YEAR:</b>	2023-2024
<b>DIRECTIONS:</b> <i>Ensuring that an organization's plan for the use of Consolidated Funds best serves the needs of children who are failing, or at risk of failing, to meet the State academic standards is required by the Public Schools of North Carolina as a part of the Comprehensive Continuous Improvement Plan. Each ORGANIZATION must select one of the following options for completing the Needs Assessment:</i>	
<input type="checkbox"/> ORGANIZATION uses NCStar District Plan and attests that the Comprehensive Needs Assessment found in NC Star has the following information: <ul style="list-style-type: none"><li><input type="checkbox"/> Current student performance data (current official data or most recent unofficial data)</li><li><input type="checkbox"/> Data analysis</li><li><input type="checkbox"/> Analysis of federally funded strategies used by the organization during the last programmatic year</li><li><input type="checkbox"/> Current needs based on analysis of current year's data</li></ul>	
Guest Access Username:	
Guest Access Password:	
<b>**If organization uses NCStar at the DISTRICT LEVEL, no further information is required.**</b>	
<input checked="" type="checkbox"/> ORGANIZATION does not use NCStar at the district level. (Please complete information below)	
<b>PART A: ORGANIZATION Student Performance Data</b>	
<i>In the space below provide the most current official student performance data or most recent unofficial student performance data:</i>	
During the 22-23 academic year Movement Eastland had grades K-3. To determine needs we used our ELA STEP Assessments, NWEA Map data, Attendance, behavior data, and 3rd Grade preliminary EOG scores. Overall grade level proficiency for the school was 54% proficient. In K-2 ELA students were 40% proficient as measured by University of Chicago's STEP assessment. In K-2 Math, students were 46% on end of year goals as measured by NWEA Map assessments. Our preliminary EOG data indicates that our 3rd Grade ELA students 43% proficient and 3rd grade math was at 64% and we met growth in all areas. In looking at subgroup performance our Students with Disabilities population proficiency and growth rates are below their non-disabled peers.	
<b>PART B: Data Analysis</b>	
<i>In the space below, provide an analysis of the student data submitted in Part A. Identify areas of strength, areas of improvement and data trends.</i>	
Areas of strength for Movement School Eastland is Math as students demonstrated a 64% proficiency on 3rd Grade EOG's. Areas of improvement based on data include overall reading instruction as only 43% of students tested on grade level with 12% growth in year over year proficiency. A particular focus will need to be on our SWD sub-group to ensure they are growing and achieving at higher levels in the 23-24 academic year.	
<b>PART C: Strategy Analysis</b>	

*In the space below, please list each of the major strategies employed by the ORGANIZATION using federal funds. For each strategy, provide an analysis of its effectiveness, including supporting data.*

For the 23-24 school year we used our federal funding to support the following salaries, social worker attendance support, 2 teacher assistants, and mentor stipends. Additionally, we used funding to support Social Emotional Learning and Interventions and for Family Engagement.

School Social Worker Contract -

We used part of our federal funding to support attendance and social emotional learning to decrease barriers to student attendance and increase the amount of times students were engaged in academic content. Part of this initiative as also to provide social emotional support to scholars to decrease send outs and provide SEL interventions that increased student's abilities to self-regulate and therefore have more focused and less interrupted learning time in the classroom. Overall we did experience success with increasing students amount of time in class as students were able to apply self-regulation skills which decreased classroom send outs and behavior referrals. For attendance we were able to reduce barriers for our Tier 2 families (families with 10-20 absences) and we had success in preventing them from moving to Tier 3. Areas for growth include preventing families from getting to Tier 2 by more immediate Tier 1 interventions and preventing any family from getting to Tier 3. Additionally, the SEL work that was implemented had a positive impact on the school environment when there was a strong implementation between teacher, case worker, and families. We would like to see this area strengthen in the 22-23 school year to have a more school wide impact and implementation.

Teacher Assistant - Part of our funding was used to support the addition of Instructional Assistants in our 2nd grade classrooms. This tactic was successful as 2nd grade had the highest ELA scores in the school with 54% of their scholars testing at grade level. While this strategy was effective we are shifting to employee two full time intervention to serve our most at risk students based on each cycles data. Given our low growth of students who are most at risk we want to ensure that these students have additional instruction from highly experienced teachers to close their instructional gaps.

Mentor Stipends - Money was set aside to provide mentor stipends for the 23-24 school year. This area was proven effective as we were able to support and retain our beginning teachers.

Family Engagement - We hosted 4 family engagement events over the year. We collected pre and post data from the school year and after each event. Survey results showed increased parent satisfaction with the school, increased family homes connections, and increased connections with the school as a resource. We will continue to use our federal funding to support family engagement.

**PART D: Current Needs**

*In the space below, please list needs identified by the ORGANIZATION following data and strategy analysis.*

Movement Charter School current needs include improvement in reading instruction K-4 including professional development, curriculum analysis, coaching and support, instructional technology support, and reevaluation of how interventionist time and resources are allocated.



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Attendance, family support, and student support with resources and social emotional support are a need identified by attendance data, achievement data, survey data and informal teacher data.

Students with Disabilities overall achievement and growth is a current need of the school. We need curriculum that addresses the diverse needs of our student population, ongoing professional development, coaching, and support for our exceptional children's staff. Additionally, closer data analysis and more frequent progress monitoring to ensure our strategies are impacting learning.

Extended day and school year opportunities for students who are working below grade level. To continue to address students learning needs and accelerate students learning we need additional touch points with our most at risk learners. Through afterschool small group tutoring, Saturday Academy, and EOG Institute. The opportunity provide small group targeted instruction aimed at accelerating students towards grade level proficiency.

#### **PART E: Title IV**

*In the space below, please complete the following information if the organization receives more than \$30,000*

**Date of most recent Comprehensive Needs Assessment:**

**Insert Organizational Data:**

**Organizational Data Analysis:**

**Current needs based on data:**