HOLISTIC NEEDS ASSESSMENT

CONN MAGNET ELEMENTARY SCHOOL OF ENTREPRENEURIAL DESIGN

	SUPPORTING EVIDENCE	ANALYSIS
CHALLENGES OF THE SCHOOL *What are the most pressing challenges or needs of the school?*	School Progress Report 18-19 Proficiency Data by Subgroup 18-19	Looking at the progress report which includes the most recent student performance data, Conn is outperforming both the state and the district in Math and Reading when it comes to having students at grade level. However, when you peel back the layers, there are subgroups that are not performing to the same standard (mainly Black and SWD). Looking at the proficiency data by subgroup, Hispanic students are also struggling to meet the same standards, however there is an overwhelmingly larger number of black students in our school, causing them to be highlighted in our SIP goals. Looking at all academic and cultural data there is a need to focus on our Black, Hispanic, EDS and SWD. We also need to find ways to allow staff to feel safe to bring up their concerns to administration and other members of the leadership team.
STUDENT PERFORMANCE TRENDS *What student performances can you identify?*	Conn Virtual Data Wall 19-20	The data wall includes all school performance and academic data that can be used to understand where our students stand to make data-informed decisions. Overall, growth has been made in all subgroups from the 2017-18 to 2018-19 school year. Our overall school performance grade (factors in both proficiency and growth) increased from a 59 to a 69% in one year, missing a B by only one point. In reading (3-5), our overall performance grew from 64% to 67% and in math (3-5), students grew from 60% to 71%. All subgroups met growth as indicated by EVAAS, however our Hispanic subgroup was the only group to not increase their school performance grade in the 2018-2019 school year. Looking

		at overall EOG Achievement, more students at Conn fell in the Grade level proficient category in 2018-2019 school year (increase of 8% scoring a level 3, 4, or 5).
TEACHER WORKING CONDITIONS SURVEY TRENDS *What teacher working conditions trends can you identify?*	TWC Data 2018 School Progress Report 18-19	Comparing the NC TWC data in 2018 to the results from the WCPSS version in 2019 (same questions, given in years where a TWC is not required) there were tremendous gains in many areas. Admin attests that the school community came together more in the last year and some staff members left who were not on the same page. New members were able to join the community who carried similar values as the rest of the remaining staff as a result of many conversations around student achievement and the role all staff play in doing what is best for all students. *Positive trends* As of 2019, all staff agree that Conn is a good place to work and learn Admin consistently reinforce rules - 74% disagreed in 2018--> 86.4% agreed in 2019) There is an atmosphere of mutual trust and respect - 68% disagreed in 2018 -- 69.6% agreed in 2019 *Areas to Improve* According to the 2018 survey, staff feel that students do not understand expectations for their conduct (66% disagree) As of 2018, 71% of staff disagree that there is a consistent process to solve problems Staff feel comfortable raising issues of concern - 68% of staff disagreed in 2018 and that only slightly increased to 56.5% agreeing in 2019
POTENTIAL BARRIERS	Through analyzing the data collected throughout the summer and first few weeks of the school year, there are a few potential barriers that continue to arise as we try to address the needs of all students and staff within our school community. Major barriers include reluctance to change, time restrictions, and longer commutes for most of our families.	

Based on analysis of previous sections, identify potential barriers for innovation and improvement in the school.

Staff reluctance to change

Many of the staff members who are within the school have been part of the school community for 10+ years. Many of these teachers have seen initiatives presented and then neglected. When new issues continue to emerge, they have similar examples from years past where things did not work out. Many teachers have excellent ideas that are frequently shot down during PLTs, planning sessions, and meetings by veteran teachers who need more background knowledge and understanding that things will actually work prior to buying in.

Time restrictions

Like the majority of public schools, there never seems to be enough time during the day to get everything done. However, on the temporary campus, this seems to be heightened due to the increased transition time, reteaching of expectations within a new setting, and newly enforced structured planning time.

Longer commute for families

In our temporary facility, it has been increasingly difficult for families to get to us. We have seen a large jump in the number of families who choose to have their children ride the bus each day. This creates overcrowded buses, as many of them did not meet the deadline that established the number of routes we received this year. Also, when planning events, we have to be aware that we are now 7 miles down one of the busiest areas in the Raleigh area. We have to continue to make and build community partnerships so we can go out into the community to deliver information when families are unable to come to us.