

**Directions:**

- Please make a copy for your school and name it your school Title I needs assessment.
- Attach any data that proves your case for weaknesses.
- Identify your prioritized list of needs for next school year from Title I - remember that you cannot supplant.
- Next year the schools will be responsible for turning the requests in for all Title I money early (in October with an Itemized plan that is directly related to your SIP plan).



**Newton-Conover**  
**City Schools**

**School Name: Shuford Elementary**

Comprehensive Needs Assessment

Date completed: 5/30/24

**Student Achievement and Growth Data:**

1. Describe proficiency trends within your school.

Reading EOG	21/22	22/23	23/24
3rd	55.38 (1)	41.54 (3)	52.4 (2)
4th	62.2 (1)	71.21 (1)	43.48 (2)
5th	68 (1)	54.12 (1)	60.87 (1)

Math EOG	21/22	22/23	23/24
3rd	73.85 (1)	53.85 (1)	69.84 (3)
4th	60.98 (2)	72.73 (1)	49.28 (3)
5th	82.67 (1)	70.59 (2)	86.76 (1)

Science EOG	21/22	22/23	23/24
5th Grade	82.89 (1)	76.47 (1)	86.96 (1)

mCLASS	21/22	22/23	23/24
K	75% of students are at benchmark or above in mCLASS	77% of students are at benchmark or above in mCLASS	76% of students are at or above benchmark in mClass
1	67% of students are at benchmark or above in mCLASS	56% of students are at benchmark or above in mCLASS	72% of students are at or above benchmark in mClass
2	54% of students are at benchmark or above in mCLASS	69% of students are at benchmark or above in mCLASS	63% of students are at or above the benchmark in mClass

EOY Data 2023-2024

Exact Path Math	21/22	22/23	23/24
K	44% of students met or exceeded grade level expectations on iReady assessment.	48% of students met or exceeded grade level expectations on iReady assessment	41% of students met or exceeded grade level expectations
1	40% of students met or exceeded grade level expectations on iReady assessment.	34% of students met or exceeded grade level expectations on iReady assessment	46.9% of students met or exceeded grade level expectations
2	22% of students met or exceeded grade level expectations on iReady assessment.	71% of students met or exceeded grade level expectations on iReady assessment	37.1% of students met or exceeded grade level expectations

2. What strengths and growth areas are identified by using data?

**Strengths:**

5th grade science scores are consistently high.  
 23/24 4th grade cohort improved reading EOG scores from 3rd grade.  
 23/24 5th grade cohort improved math EOG scores from 4th grade.  
 K-3 all showed growth in decoding based on mCLASS (focus of their CORE plan).  
 4-5 showed growth in the area of Vocabulary, which was the focus of their CORE plan.

**Growth Areas:**

4th grade cohort dropped in math from 3rd to 4th grade  
 5th grade cohort dropped in reading from 4th to 5th grade  
 K-2 math overall is low based on Exact Path EOY data  
 23/24 5th grade cohort for reading dropped from 3rd grade.

3. Identify gaps between various subgroups of students.

**Based on Cumulative Case 21 Data:**

For 2nd grade, the Hispanic population scored lower than other subgroups for reading and math. Multiracial students scored significantly lower in math than other subgroups. The EL and EC populations had zero percent of students meet grade level expectations for reading.

For 3rd grade, subgroups are fairly even for reading, Hispanic students performed slightly lower than the others. Hispanic and African American students scored significantly lower than other subgroups in math. The EC subgroups were significantly lower than other subgroups for reading and math.

For 4th grade, the EL and EC subgroups were significantly lower in reading and math compared to other subgroups. There is a discrepancy between multiracial/white students and other subgroups in math. African American and Asian subgroups scored lower than other subgroups in reading.

For 5th grade, the EC subgroups were significantly lower in reading and math than others. The EL subgroup was significantly lower in reading than others. There is a discrepancy between Hispanic students and other subgroups in reading. There is a discrepancy between Multiracial students and other subgroups in math.

		2ND GRADE							
		AA	Asian	Hispanic	Multi	White	AIG	EL	EC
<b>ELA</b>		3/6 50%	2/7 28%	3/22 14%	1/4 25%	17/31 55%	N/A	0/10 0%	0/4 0%
<b>MATH</b>		3/6 50%	3/7 43%	7/22 32%	0/4 0%	20/31 65%	N/A	3/10 30%	1/4 25%

		3RD GRADE							
		AA	Asian	Hispanic	Multi	White		EL	EC
<b>ELA</b>		2/4 50%	3/6 50%	6/18 33%	5/9 56%	14/26 54%		2/11 18%	0/6 0%
<b>MATH</b>		1/4 25%	4/6 67%	5/18 28%	5/9 56%	20/26 77%		5/11 45%	0/6 0%

		4TH GRADE							
		AA	Asian	Hispanic	Multi	White	AIG	EL	EC
<b>ELA</b>		1/6 17%	2/11 18%	6/14 43%	3/10 30%	16/27 59%	4/4 100%	1/12 8%	2/10 20%
<b>MATH</b>		2/6 33%	4/11 36%	5/14 36%	8/10 80%	17/27 63%	4/4 100%	1/12 8%	0/10 0%

		5TH GRADE							
		AA	Asian	Hispanic	Multi	White	AIG	EL	EC
<b>ELA</b>		3/3 100%	6/8 75%	9/16 56%	6/6 100%	29/35 83%	14/14 100%	2/10 20%	0/8 0%
<b>MATH</b>		3/3 100%	7/8 88%	15/16 94%	4/6 67%	28/35 80%	14/14 100%	8/10 80%	3/8 38%

4. What percentage of teachers met growth this past year? Exceeds growth? Any noticeable strengths/weaknesses in grade spans/subjects?

For the 2022-23 school year we had 21/23 meet growth. We had 2 teachers exceed growth and we had 2 teachers who did not meet growth.  
We will get 2023-24 later in the year and will update when the data arrives.

### Student Attendance, Discipline, Demographic, and Retention Data:

1. What is the school's attendance rate? Are there particular days/months/quarters in the school year during which there are increases or decreases in student attendance rates?

2023-2024 School- Wide Monthly attendance averaged 96.75%  
2022-2023 School-Wide Monthly attendance averaged 95.2%.  
2021-2022 School-Wide Monthly attendance averaged 94.68%.

Data shows student attendance data

[23-24 student attendance](#)

There is a marked decrease in attendance during the month of November (average 96% down to 92%; however, the other months in the school year show consistent student attendance rates.

2. Describe three-year attendance trend?

The average attendance rate went from 95.2 to 96.75 in 2023-2024. With the help of our attendance protocols and our judges in school program we are continuing to place an emphasis on student attendance.

3. Describe three year trend in discipline data (including total number of office referrals, in school suspensions, short term suspensions, and long term suspensions).

During the [2021-2022 school year](#), Kindergarten and 2nd grade have the highest incidents of discipline referrals.

Kindergarten (40)

1st grade (15)

2nd grade (52)

3rd grade (16)

4th grade (32)

5th grade (20)

During the **2022-23** school year,

Grade	Students	Incidents	Action	Students	Days
3	27	83	In-School Suspension	30	40.51
2	11	16	Student/Admin Conference	12	1.34
4	7	12	Out-of-School Suspension	12	35.02
5	12	12	Other	8	31.12
0	6	10	ISS- Partial Day	14	7.68
1	4	7	Silent Lunch	9	0.81
			Loss of Privileges	9	2.57
			Bus Suspension	8	19.59
			Modified/Restricted Recess	6	0.26
			Sent Home Early	4	2.46
			Parent/Admin Conference	3	0.23
			Verbal Warning	1	0.04
			Supervised Activities	1	0.28

During the **2023-24** school year

Grade	Students	Incidents	Action	Students	Days
4	16	25	Out-of-School Suspension	13	42.92
0	9	19	Loss of Privileges	15	8.64
3	8	18	Student/Admin Conference	10	0.74
1	7	11	Bus Suspension	9	30
2	7	9	Silent Lunch	6	18.13
5	4	4	In-School Suspension	8	8
			Parent Phone Call	6	0.12
			Modified/Restricted Recess	3	1.47
			Sent Home Early	3	1.86
			Other	3	0.55
			ISS- Partial Day	2	0.75
			Parent/Admin Conference	2	0.13

The Educators Handbook was instituted during the 2022-2023 school year, allowing for a more comprehensive look at discipline actions. Due to a small group of students with more intense behavioral concerns, discipline referrals are consistent with particular cohorts promoted through the school.

The top three offenses in 2023- 2024 were 22 incidents of physical aggression, 14 incidents of defiance, and 12 incidents of disrespectful behavior. The top three offenses in 2022- 2023 were 26 incidents of physical aggression, 15 incidents of other, and 11 incidents of inappropriate sexual behavior/11 incidents of defiance. Based on the above data, physical aggression continues to decrease. The total number of office referrals has decreased over the last two years from 139 office referrals to 89 office referrals in 2023-2024.

4. Describe any grade-levels and/or subgroups that experience a higher ratio of discipline referrals.

Discipline referrals are consistent with particular cohorts promoted through the school due to a small group of students with more intense behavioral concerns. (During the 2022-2023 school year, third grade had 83 office referrals, and as fourth graders in 2023-2024, those students had 28 office referrals.) 2022-2023 kindergarteners had 10 office referrals. 2023-2024 kindergarteners had 20 office referrals. This last group will need explicit instruction regarding school behavior norms and our matrix expectations.

5. How has student demographic data shifted through the years (including socio-economic composition)?

During the 2023-2024 school year, we have continued to increase the percentage of free and reduced lunch students. We currently have 60.84% of students eligible for free and reduced lunch. Breakfast was free for students this year, lunch became free in January 2024 for all students. That program will continue for the 2024-2025 school year. We have 32 students that participated in the Backpack Program. That program will also continue for the 2024-2025 school year.

During the 2022-2023 school year, we have 57.7% of students eligible for free and reduced lunch. This is higher than the previous 4 years. Breakfast only was free for students this year. We have 28 students that participated in the Backpack Program.

During the 2021-2022 school year, we have 45.47% of students eligible for free and reduced lunch. Breakfast and lunch continued to be free for all students this year. We have 17 students who participate in the Backpack Program.

As the Shuford district lines have changed, our student population is more diverse. We are currently at 45.5% of students who are eligible for free and reduced lunch. This is lower than previous year years; however, breakfast and lunch were free of charge for this year. The last two years our demographics have fluctuated between 52% and 54%, so we are slightly lower than in previous years and for most of the school year we were slightly under 50%.

April 2019	53.8
April 2020	50.7
April 2021	49.7
April 2022	45.5
May 2023	57.7
May 2024	60.84

[Demographics 21-22](#)

[Demographics 22-23](#)

[Demographics 23-24](#)

Demographics 24 - 25

2023-2024 DESSA (Social-Emotional Screener) data:

BOY- 22 students were identified as Red (high social-emotional need)

MOY- 36 students were identified as Red (high social-emotional need)

EOY- 26 students were identified at Red (high social-emotional need)

2022-2023 DESSA (Social-Emotional Screener) data: 3rd-5th grade only

BOY- 11 (3rd-5th grade-124 total) students were identified as Red (high social-emotional need)

MOY- n/a

EOY- 11 (3rd-5th grade- 111 total) students were identified at Red (high social-emotional need)

2021-2022 DESSA (Social-Emotional Screener) data: K-5th grade  
BOY- 33 students were identified as Red (high social-emotional need)  
MOY- 12 students continued to be identified at Red  
EOY- 27 students were identified at Red

6. Describe any grade levels and/or subgroups that experience higher retention rates?

In 2023-2024, there are three students facing possible retention. Official decisions will take place after summer school instruction. (Third, First, and Kindergarten)

In 2022-2023, two students were retained (Kindergarten and 1st grade)

In 2021-2022 there were 2 students (Kinder and 3rd) total retained this year.

There is a higher retention rate for Kindergarten. 2023-2024's kindergarten retention was due to delayed start date and language barriers. We try to identify students that would benefit from another year of instruction in the lowest grade possible.

## Teacher Recruitment, Retention, and Attendance Data

1. How many beginning teachers (BT1, BT2, BT3) and lateral entry teachers are employed by the school?

For the 2023-24 school year we had (3) BT 1, (3) BT2, and (1) BT3 teacher.

During the 2022-2023 school year, we currently have (6)BT1, (1)BT2, (1)BT3, (0) lateral entry teachers.

During the 2021-2022 school year, we currently have (3)BT1, (2)BT2, (2)BT3, (0) lateral entry teachers.

2. What is the teacher turnover rate for the school? Describe the three year trend data of teacher turnover?

2023-2024: 3% turnover rate (as of June 2024)

2021-2022: 10% turnover rate (as of June 2022)

2022-2023: 18% turnover rate (as of June 2023)

Fewer teachers are planning to move, leave, so we are not expecting as high of a turnover rate this year.

3. Are there specific areas and/or schools that are difficult to staff?

EC positions are difficult to staff. EC caseload and service hours are higher than in previous years. This is a challenge for hiring a highly qualified staff member. As a whole, there are fewer applicants for teacher positions at any grade level.

4. What is the school's teacher attendance rate? How does the teacher attendance rate compare to student attendance? Do trends exist related to teacher attendance (days of the week, months, etc.)?

2023-2024- Teacher attendance rate was 93.85% while student monthly attendance averaged 96.75%. Teacher attendance rate was lower due to maternity leave, professional development, and sick days.

[Teacher Attendance Report](#)

## Perception Data

1. Based on teacher survey data, what areas did teachers indicate as strengths and in which areas did they indicate as areas of growth?

1. [2023-24 Results](#) - Historical
2. [2023-24 Results](#) - Individual
3. [2023-24 Results](#) - Agree Analysis

### Strengths

- Retention, school leadership and teacher leadership categories, we are at or above the state.
- Safety & Wellbeing
- Community support and involvement (parental)
- Personalized PD
- Instructional practice and supports (100%)

### Areas of Growth

- Disorder in classroom 51.72%
- Disorder in unstructured areas 48.28%
- Students disrespect of teachers 58.62%
- Building cleanliness (air quality, building maintenance, building comfort)
- Student needs being met (before they arrive to school)
- Teachers have sufficient instructional time to meet the needs of all students.

2. Based on parent survey data, what areas did parents indicate as strengths and in which areas did they indicate as areas of growth?

There was no parent survey conducted by the district for the 2023-2024 school year.

3. If applicable, based on student surveys, describe areas identified as strengths and areas of growth.

### [Student Focus Group 12/23](#)

- Students feel safe in our school.
- Students know and are comfortable with support staff.
- Students enjoy being at school.
- Slide was fixed!
- Tharpe does encourage kids to say please and thank you!

## Prioritized Needs

1. Based on the data analyzed, identify and rank the school's top needs to be addressed using federal funds. (Make sure that the things listed below are directly related to your SIP plan.)

### Summary of Areas of Need

- Students are missing gaps in their foundational skills, especially our upcoming 5th-grade students in reading and math
- Rising 1st graders behaviors - they had the 2nd most office referrals this school year
- Students disrespect of teachers was at 58.62% according to our teacher working condition survey
- Updating behavior matrix and posting new signage
- Updating of our house system incorporating it into our PBIS model
- Meeting our male students high needs (football and soccer team mentor program)

Now create your Title I plan.

Explain how you plan to utilize your funding from Title I to meet the needs listed above.

Make sure you explain your parent involvement plan.