

One Story: Aligning CNA, Strategic Planning, and Title One

ESSA Academy

Innovation & Support Team

March 2026



**SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

Staffing/Organizational Chart



C.R. Hall
Team Lead



Devetter Bradley
Education Associate



Pat Ciccantelli
Education Associate



Sarah Fischer
Education Associate



Daniel Bailey
Education Associate

Agenda

1 CNA

2 Executive Summary

3 Goals and Action Steps

4 Connection



Which one are you?



Let's Chat





Agenda #1

What is a CNA?



Understanding a Comprehensive Needs Assessment (CNA)

A CNA is a **systematic, data-driven process** used to identify gaps between the **current state** and the **desired state** of a school or district. It examines multiple aspects – not just test scores – to determine root causes of performance challenges.

Key Characteristics:

- Uses **multiple data sources** (quantitative and qualitative)
- Focuses on the **whole child and whole system**
- Involves **multiple stakeholders**
- Emphasizes **root cause analysis**, not surface symptoms

Important Reminder:

A CNA is **not just a report** – it is a process that informs improvement planning.



	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Deerfield Elementary School	Number of Students
Reading Grades 1-5	23-24	All	All	61.8%		(388 / 628)
		ELL	Not ELL	62.5%		(343 / 549)
			ELL	57.0%		(45 / 79)
		Gender	Female	67.2%		(207 / 308)
			Male	56.6%		(181 / 320)
		InstrSetting	Not Special Ed	68.8%		(363 / 528)
			Special Ed	25.0%		(25 / 100)
		Race	Black / Latinx	54.9%		(139 / 253)
			White / Other	66.4%		(249 / 375)
	22-23	All	All	61.8%		(417 / 675)
		ELL	Not ELL	62.5%		(376 / 602)
			ELL	56.2%		(41 / 73)
		Gender	Female	67.2%		(232 / 345)
			Male	56.1%		(185 / 330)
		InstrSetting	Not Special Ed	67.3%		(395 / 587)
			Special Ed	25.0%		(22 / 88)
		Race	Black / Latinx	50.6%		(133 / 263)
			White / Other	68.9%		(284 / 412)

What is a GLOW:

- Use of Multiple data sources

What could be a GROW:

- Consider adding more detailed information to strengthen the Root Cause Analysis, as some of this detail is currently captured in the Executive Summary.

At times, content from the Comprehensive Needs Assessment (CNA) and the Executive Summary appears to overlap.

23-24 School Year Elementary Students
Data Source: SC Ready Scores (Data Dashboard)

	20-21	21-22	22-23	23-24
ELA	52% Meets/ Exceeds	56% Meets/ Exceeds	56% Meets/ Exceeds	56% Meets/ Exceeds
Math	42% Meets/ Exceeds	53% Meets/ Exceeds	49% Meets/ Exceeds	51% Meets/ Exceeds
Science	40% Meets/ Exceeds	40% Meets/ Exceeds	42% Meets/ Exceeds	Not Tested

*this is a snapshot of the CNA, not its entirety





Agenda #2

Executive Summary of Data Findings – What is it?



Executive Summary of Data Findings and Its Purpose

The **Executive Summary of Data Findings** is a **concise synthesis** of the most important conclusions drawn from the CNA.

It:

- Summarizes **key trends, strengths, and priority needs**
- Highlights **baseline data**, sources, and dates
- Identifies **which findings matter most** for improvement planning

The Executive Summary answers the question:

Based on all of our data, what do we need to focus on most?



23-24 School Year Primary Students
Data Source: iReady Winter Assessment

Strength: 75% of first-grade students met their typical growth with their iReady reading assessment. 53% of students met their strength growth reading goal. This is an increase from the 2022-23 school year with 65% of first-grade students met their typical growth with their iReady reading assessment and 53% of students met their strength growth reading goal.

Improvement Needed: 65% of kindergarten students met their typical growth with their iReady reading assessment. 44% of students met their strength growth goal. This is a decrease from the previous year.

Priority Area:
To address both our strengths and areas for improvement, [redacted] Elementary will focus on the following key strategies:

- **High-Impact Teaching and Learning:** We will implement high-impact teaching and learning strategies, utilizing the Workshop Models for Reading, Writing, and Math. This approach will provide a structured and engaging learning environment for all students.
- **Clear Learning Targets and Success Criteria:** Professional learning for our teachers will emphasize the development of clear learning targets that are unpacked and success criteria. This will ensure that students understand what is expected of them and reflect upon their progress with the standard
- **High-Quality Feedback:** A cornerstone of our instructional approach will be the provision of high-quality academic feedback to each student daily. This feedback will be specific, actionable, and designed to support student growth.
- **Cultivating a Community of Learning:** We are committed to cultivate a community where the environment is comfortable and safe to be resilient with their learning. We want students to engage in learning that challenges, engages, and empowers every student to feel successful and be acknowledged for achieving their learning goals.
- **High-Quality Teaching Questioning:** Professional learning will be provided for teachers to engage in creating and implementing high-quality questioning to students. This strategy will increase the students' thinking and engagement and help them dig deeper into their learning.

- What is a GLOW:**
- Summarizes Strengths and Improvement Needs
 - Highlights Baseline Data
- What could be a GROW:**
- Consider digging deeper to determine potential Root Causes for Improvement Needs. This will help identify the most impactful Priority Areas.

*this is a snapshot of the Executive Summary, not its entirety



Connection Between CNA and Executive Summary

Think of the relationship this way:

- **CNA = The Deep Analysis**
 - All data examined
 - Patterns, disaggregation, and root causes identified
- **Executive Summary = The Story**
 - The most critical findings pulled forward
 - Sets direction and priorities

The Executive Summary **does not introduce new data** – it is entirely derived from the CNA. This ensures that improvement efforts are **evidence-based and defensible**.





Agenda #3

Goals and Action Steps



Moving from Data to Goals

Once priority needs are clear, the CNA and Executive Summary become the **foundation for goal setting**.

Effective Goals Should:

- Directly address a **priority need** identified in the CNA
- Be tied to **specific data points** from the Executive Summary
- Focus on **student achievement or growth**

This ensures goals are **not based on assumptions**, but on data.



Writing Strong Action Steps Using CNA Data

Action steps describe **how the goal will be accomplished**.

To ensure alignment:

- Each action step should respond to a root cause identified in the CNA
- Actions should reflect adult practices and system changes
- Strategies should be evidence-based and measurable

Ask these questions:

- What did the data tell us was missing or ineffective?
- What adult actions must change to impact student outcomes?
- How will we know if the action step is implemented as intended?



Location: 								
Level	Area	Goal	2024 (From 2023 Report Card)	2025 (From 2024 Report Card)	2026 (From 2025 Report Card)	2027 (From 2026 Report Card)	2028 (From 2027 Report Card)	2029 (From 2028 Report Card)
Elementary/Middle	Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 60.95% by 2029.	50.95%	53.0%	55.0%	57.0%	59.0%	61.0%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 64.9% by 2029.	54.90%	56.90%	58.90%	60.90%	62.90%	64.90%
Actual Data (Academic Ach.)				49.4%				
Actual Data (Progress)				38.7%				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans. Develop a school-based professional learning plan based on the district-level plan.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement revised school work plan process that is aligned to the strategic plan and school renewal plan.	July 2024-June 2029	School Leadership Team and Teacher Leaders	NA	NA	- Completed school work plans - Completed the school work plan review process yearly
Identify student intervention needs and implement appropriate supports as needed.	July 2024-June 2029	School Leadership Team and Teacher	NA	NA	- Increase in students reaching typical and stretch growth targets on interim assessments - Revised staffing and scheduling to match changes in intervention program

What is a GLOW:

- There are goals listed with projected performance.
- Implementation Indicators are included.

What could be a GROW:

- Goals are very broad.
- Activities in the Action Plan are not specific to the goals listed above and can be found in each goal area.
- Est. Cost and Funding Source NA.





Agenda #4

Ensuring Everything Connects



Data → Needs → Goals → Action Steps → Student Outcomes

To check alignment:

- Can each goal be tracked back to the CNA?
- Can each action step be justified by data findings?
- Do monitoring measures reflect the original need?

When alignment is strong:

- Plans are easier to implement
- Progress monitoring is meaningful
- Resources are used strategically



How do we connect our DSSR to our Title One Plan?

District Strategic and School Renewal Plans

- Comprehensive Needs Assessment and Executive Summary of Needs Assessment Data Findings
- Action Plan Activities
- Estimated Cost and Funding Source
- Evaluation: Indicators of Implementation

Title One Plans

- Comprehensive Needs Assessment
- Expenditure (what you spent money on)
- Funding (where the funds came from and how much was spent)
- Evaluation and Return on Investment



Example:

CNA finding:

23-24 Academic Proficiency SC Ready –

Reading - Not Met on - 60%, Approaches - 20%, Meets/ Exceeds - 20%

Math - Not Met on - 51%, Approaches - 33%, Meets/Exceeds - 15%

24 - 25 iReady Progress –

Winter Benchmark indicates that has the current momentum for 40%+ to meet their stretch growth.

Executive Summary:

Since there is current momentum for iReady based on the Winter Benchmark (**40%+** to meet their stretch growth), we will focus **on PLCs, Data-informed Small-group Instruction, Interpret and Apply various Data Sources, Workshop Model, Strategic Push-in/Pull-out Model** to enhance that momentum.

Performance Goal:

By the end of the 2026-2027 school year, the percentage of students (33.3) meeting or exceeding stretch growth targets on i-Ready **Reading** will improve by 3 percentage points (36.3).

By the end of the 2026-2027 school year, the percentage of students (29.8) meeting or exceeding stretch growth targets on i-Ready **Mathematics** will improve by 4 percentage points (33.8).



ACTIVITY	TIMELINE	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATIONS OR IMPLEMENTATION
1. Provide ongoing professional learning on consistent implementation of evidence-based practices, including explicit phonics instruction, structured guided reading, and CRA method of math instruction	August 2025 – May 2026	- Administration - Instructional Coaches - Teacher Leaders	\$15,000	Title One	- PD Agendas and Materials - Teacher Participation Records - Classroom Observation evidence of targeted strategies
2. Implement instructional coaching cycles to support fidelity of literacy and math instruction through modeling, feedback, and collaborative planning.	Ongoing 2025 - 2029	- Administration - Instructional Coaches - Teacher Leaders	n/a	n/a	- Coaching schedules and logs - Feedback Forms - Evidence of strategy implementation during walkthroughs
3. Use progress monitoring data to provide targeted small-group reading and math interventions.	Ongoing 2025 - 2029	- Administration - Instructional Coaches - Interventionists	\$110,000	Title One	- Intervention rosters and schedules - Progress monitoring results - Adjustments to intervention groups based on data
4. Implement a family literacy and math initiative that includes family literacy and math workshops, take-home materials and modeled reading/math activities aligned to classroom instruction.	Ongoing 2025 - 2029	- Administration - Instructional Coaches	\$4,000 \$5,000	Title One General Funds	- Family workshop agendas, materials, sign-in sheets - Take-home resources - Communication logs (newsletters, website, etc.)

Key Takeaways

- ★ A CNA is the foundation of **improvement planning**.
- ★ The Executive Summary **prioritizes what matters most**.
- ★ Goals and action steps must be **directly tied to data**.
- ★ **Alignment** across all components **drives student success**.



Questions?





www.ed.sc.gov