CNA DATA MSDB School District 2021-2022

MSDB Summary	CNA Spring 2022 - Analysis (Responses from 19 (1 admin, 1 support, 17 teachers) Action Plan **Goal #1 - Student achievement** **Goal #2 - Intervention** **Goal #3 - Family and community engagement** Others	Not being implemented (Overall % for all sections)			sustained practice (overall % for all sections)
		1	2	3	4
Q3 Climate:	Overall Percentage of responses in this section	**19.88**	**19.88**	**39.18**	**21.06**
Focus Areas	II. The use of Multi-Tiered Systems of Support Framework is clear, consistent, and evident within the school.	31.58	31.58	36.84	0
	III. Meaningful annual climate goals are developed, communicated clearly, written into required plans, and revisited at least monthly with staff	42.11	26.32	21.05	10.53
Strengths	V. School conditions are safe, healthy, and conducive to student learning.	5.26	0	42.11	31.58
	VIII. Identified support services for teachers, students and families promoted for usage, including homeless, foster care, English Learner, special education, at-risk, etc.	10.53	10.53	42.11	36.84
Q4 Communication: **Focus Areas**	Overall Percentage of responses in this section	**12.25**	**29.32**	**39.85**	**17.29**
	I. There is clear, consistent communication among teachers, staff, administration, analysis, and students to identify and meet the needs.	15.79	42.11	36.84	5.26
	III. School policies are clearly communicated to staff, students, and families regarding discipline, attendance, etc.	21.05	36.84	31.58	10.53
	VI. An effective school-wide discipline policy is utilized and supported by all staff consistently across the instructional day.	15,-.79	47.37	26.32	10.53
Strengths	II. Teachers, administration, and staff are provided a way to develop leadership skills through varied, quality professional learning opportunities, including introductory and ongoing training on trauma, secondary trauma, and positive behavior supports.	5.26	21.05	57.8	15.7
	IV. All school-affiliated calendars, including assessment schedule, are published and posted no later than August.	15.79	10.53	36.84	36.84
Q5: Program and/or content standards and curriculum **Focus Areas**	Overall Percentage of responses in this section	**10.53**	**20.30**	**51.8**	**17.29**
	I. The Program and/or Content Standards for each grade level and grade band continuum have been thoroughly studied and are understood.	10.53	36.84	47.37	5.26

Strengths	VII. Academic enrichment opportunities will be offered to help students meet the challenging state academic standards, especially those who attend low-performing schools.	10.53	31.58	47.37	10.53
	V. Curriculum and instruction are designed to be culturally sensitive to meet the learning needs of all students, taking into consideration cultural and environmental differences.	10.53	10.53	57.89	21.05
	VI. Indian Education for All is implemented school-wide	5.26	10.53	31.58	52.63
Q6: Evidence-based Strategies, Practices, and interventions Focus Areas	Overall Percentage of responses in this section	**12.05**	**31.58**	**37.60**	**18.80**
	III. Academic/Program leaders provide high-quality instructional materials and are readily available and accessible for all instruction and intervention settings.	10.53	36.84	42.11	10.53
	IV. Materials meet the needs of students for all instruction and intervention settings and include appropriate technology to meet the specific needs of the students to support and enhance learning.	10.53	36.84	36.84	15.79
	VII. Evidence-based strategies are delivered with fidelity across classrooms and across grade levels.	21.05	57.89	15.79	5.26
Strengths	II. Instructional materials and content are evidence-based and aligned to the Program and/or Content Standards.	5.26	21.05	47.37	26.32
	V. Chosen evidence-based strategies, practices, and interventions are aligned to the school's professional development plan	15.79	15.79	42.11	26.32
Q7: Assessment and Data-Driven Decision Making to Inform Instruction Focus Areas	Overall Percentage of responses in this section	**18.80**	**31.58**	**42.86**	**11.28**
	V. MTSS process of using data is implemented to ensure all students needs are being met academically and behaviorally.	21.05	31.58	36.84	10.53
	VII. Students are involved in setting individual learning goals	42.11	31.58	26.32	0
Strengths	I. A school-level data calendar and collection system is in place and technology support is available for continuous access to the data system.	15.79	10.53	52.63	21.05
	III. Assessment tools and procedures are aligned to the Program and/or Content Standards.	10.53	21.05	57.89	10.53
Q8: Amount and quality of instruction: Amount of Instruction **Focus Areas**	Overall Percentage of responses in this section	**18.95**	**32.63**	**29.47**	**18.95**
	III. Additional time is provided for learners with Tier 2 and Tier 3 needs through intensified interventions.	47.37	36.84	15.79	0
	IV. Additional instructional and planning time is present in the school schedule with optional afterschool instructional time through programs (e.g., 21st CCLC)	26.32	52.63	15.79	5.26

Strengths	II. Academic/Program leaders ensure high-quality instructional materials are readily available for all instruction and intervention settings to maximize instructional time.	5.26	31.58	52.63	10.53
	V. Students with disabilities are being included in the academic process within the classroom	5.26	5.26	21.05	68.42
Q9: Quality of Instruction **Focus Areas**	Overall Percentage of responses in this section	**19.55**	**33.84**	**36.64**	**12.02**
	III. A plan for tiered instruction for all students is clearly defined and fully implemented across all content areas, including the use of explicit and systematic instruction in reading, writing, listening, and speaking.	31.58	42.11	21.05	5.26
	VII. Quality afterschool programs align with high-quality instruction (e.g., intervention and enrichment) during the school day.	31.58	31.58	26.32	10.53
Strengths	IV. Teachers understand the intention of the lesson and success criteria before clearly describing the skills, knowledge, attitudes, and the values to meet the needs of their students.	5.26	42.11	36.84	15.79
	V. Lessons are designed to ensure intentional access for all students and accommodate individual learning differences by using differentiated instructional approaches, such as re-teaching, acceleration, and enrichment opportunities. Other approaches include individual and small group instruction and discussion.	5.26	31.58	36.84	26.32

Q10: Quality of Materials **Focus Areas**	Overall Percentage of responses in this section	**10.53**	**12.28**	**52.63**	**24.56**
	None				
Strengths	II. Print and digital materials and programs are selected based on policy. They are intentionally considered for motivation, engagement, and cultural responsiveness of all students.	10.53	5.26	52.63	31.58
	I. Materials and programs are intentionally considered and accessible for explicit and systematic instruction to meet the needs of at-risk students.	10.53	15.79	57.89	15.79
	I. Materials and programs are intentionally considered for motivation and engagement of all students with the addition of technology to support and enhance learning.	10.53	15.79	57.89	15.79
Q11: At-Risk Students **Focus Areas**	Overall Percentage of responses in this section	**34.21**	**22.63**	**25.26**	**17.89**
	VI. Each student identified as an EL is annually assessed for English Language Proficiency (ELP) using the state-approved assessment.	63.16	10.53	21.05	5.26
	V. Home-Language Survey is given to new students at the start of each school year followed by a screener to identify English Learners (EL).	63.16	5.26	26.32	5.26

	VIII. The Montana Early Warning System is being implemented to identify students in need of extra academic or other support (Grades 6-12 only).	57.89	21.05	15.79	5.26
	III. Instruction using Response to Intervention (MTSS) intentional design is provided to students identified for additional support in Tier 2 and Tier 3 interventions and data are frequently monitored to ensure effectiveness.	31.58	36.84	26.32	5.26
Strengths	X. Students with suspected disabilities are referred and evaluated for Special Education eligibility.	10.53	15.79	15.79	57.89
	I. The school has processes for identifying students requiring additional assistance (e.g., academic, behavioral, social-emotional, etc).	5.26	26.32	47.37	21.05
Q12: Motivation in Teaching and Learning **Focus Areas**	Overall Percentage of responses in this section	**15.79**	**29.32**	**45.11**	**9.77**
	III. The Academic Leadership's clear vision and mission is frequently presented to staff and students for them to determine the roles they will play in achieving the vision and mission as a part of a united front.	26.32	31.58	31.58	10.53
	IV. Academic Leadership creates a climate that promotes self efficacy to positively impact students and the school as a whole.	15.79	42.11	31.5	10.53
Strengths	II. Choice is provided to increase willingness to learn, attain goals, and impact change for the staff and students.	15.79	10.53	52.63	21.05
	VI. Educators' level of awareness and voice in decisions creates a motivation to remain invested in the school improvement process.	15.79	15.79	63.16	5.26
Q13: Academic/ program Leadership to improve instruction **Focus Areas**	Overall Percentage of responses in this section	**19.74**	**32.24**	**38.82**	**9.20**
	VI. Academic/Program leaders support and monitor all instruction and intervention expectations to ensure achievement of set measurable goals.	31.58	36.84	26.32	5.26
	II. Academic/Program leaders engage with the entire staff in continuous improvement planning and communicate a shared responsibility for student outcomes through the improvement plan.	26.32	26.32	42.11	5.26
	III. Academic/Program leaders facilitate collaboration among all educators within and across grade levels with a focus on achievement, effective instruction, and ensuring that all Continuous Improvement Components are a part of the processes for school improvement.	21.05	42.11	31.58	5.26
Strengths	VIII. Adequate fiscal resources are provided by the board of trustees to support improving instruction.	10.53	10.53	47.37	31.58
Q14: PD to Improve Instruction and outcomes: Improve and increase teachers' understanding and knowledge **Focus Areas**	Overall Percentage of responses in this section	**11.58**	**37.9**	**40**	**8.42**
	IV. PD is provided on appropriate language and academic support services for English Learners and other at-risk students or students with disabilities, including the appropriate use of curricula and assessments, effective instructional strategies that are evidencebased, strategies for improving academic achievement or substantially increasing the students' knowledge, and teaching skills of teachers.	26.32	36.84	31.58	5.26

	II. Structures are in place for providing professional learning for all new staff members in explicit, systematic instruction, and frequent practice in Program and/or Content Standards across all content areas.	10.53	42.11	42.11	5.26
Strengths	I. Professional learning is provided for staff across all content areas and is aligned with the Program and/or Content Standards.	5.26	31.58	47.37	15.79
Q15: Job-Embedded and Classroom focused PD	Overall Percentage of responses in this section	**23.16**	**38.95**	**29.48**	**8.42**
	V. A cycle for follow-up training is created and implemented to ensure professional development leads to improved teaching and learning.	21.05	52.63	15.79	10.53
Focus Areas	III. Personalized improvement plans are developed for each educator to address the educator's specific needs identified in observation or other feedback.	31.58	36.84	26.32	5.26
Strengths	IV. Teachers, principals, and other school and community-based program leaders are provided training in the use of technology and digital resources, including education about respect for intellectual property, so that these tools and resources are appropriately and effectively used in the classroom to improve teaching and learning.	26.32	15.79	42.11	15.79
Q16: Data-Driven Decision-Making **Focus Areas**	Overall Percentage of responses in this section	**19.74**	**50**	**25**	**5.26**
	II. Professional Development focuses on improving student outcomes through teacher collaboration on planning, instruction, and assessing a child's progress.	15.79	47.37	31.58	5.26
	IV. Collaborative conversations occur amongst school staff to jointly address key transitions.	15.79	47.37	31.58	5.26
	III. Professional development in the use of data and assessments is provided to teachers to inform classroom practice, tiered systems of supports, and use of accommodations.	26.32	52.63	15.79	5.26
Strengths (None)	I. Professional Development improves and increases teachers' ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis.	21.05	52.63	21.05	5.26
Q17: Community and Family Engagement: Improve and increase teacher's understanding and knowledge of comprehensive instruction	Overall Percentage of responses in this section	**21.53**	**39.24**	**27.75**	**11.48**
	X. Parents and families are offered opportunities to engage in professional development activities that assist them in acquiring the skills and knowledge necessary to further their child's academic progress	21.05	47.37	21.05	10.53
	XI. The district has worked with the requested parental involvement committee to develop, implement, and evaluate the Title I Plan, which must take place yearly.	36.84	42.11	15.79	5.26
Focus Areas	V. Parents and families of all students are engaged as partners in culturally and linguistically sensitive ways.	21.05	31.58	31.58	15.79
	VI. Parents and families are informed of expectations outlined in the Program and/or Content Standards and are given meaningful data	21.05	36.84	31.58	10.53

	and information on individual student progress toward meeting those expectations a minimum of three times per year				
	VII. Parents and families with students receiving Tier 2 and Tier 3 interventions are given meaningful data and information on individual student progress toward meeting expectations outlined in the Program and/or Content Standards a minimum of six times per year.	36.84	47.37	10.53	5.26
	IX. Family and community engagement activities are clearly linked to the goals, expectations, and desired outcomes articulated in the school improvement plan.	21.05	47.37	26.32	5.26
	IV. Parents and families of all students are given the opportunity to understand the learning objectives and skills required for their student to succeed academically at each grade level and in each core subject.	21.05	36.84	21.05	21.05
	I. Administration collaborates and communicates goals and expectations with parents and other stakeholders to meet desired outcomes.	21.05	36.84	31.58	10.53
	II. Administration ensures materials are available for engaging families and communities (e.g., access to printed materials).	10.53	47.37	21.05	21.05
Strengths	III. Students successfully transition from one educational setting to the next through community-school partnerships that are focused on student success.	10.53	26.32	52.63	10.53
	VIII. A coordinated system of support links families with local community resources to provide greater support for students in achieving skills for career and college readiness.	15.79	31.58	42.11	10.53
MSDB District	Overall Average Percentages of Rankings	17.9	30.78	37.43	14.11