All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

School, Parent And Family Engagement Policy  Show

Comprehensive Needs Assessment  Hide

4080 GOODMAN ELEM.

COMPREHENSIVE NEEDS ASSESSMENT (school level)
Section 1114(b)(6)

☑️  A comprehensive needs assessment of the entire school has been conducted.

☑️  The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

11/1/2021

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

The following data regarding student demographics has been collected, retained, and analyzed:

☑️  Enrollment (Required)
☑️  Grade level (Required)
☑️  Ethnicity (Required)
☑️  Attendance (Required)
☑️  Mobility (Required)
☑️  Socioeconomic status (Required)
☑️  Discipline (Required)
☑️  Limited English Proficiency (Required)

Summarize the analysis of data regarding student demographics:

Strengths:
Tier I Behavior Data shows a relatively low number of office referrals
Attendance remains consistent but is still a focus
Consistent class sizes
Tier I Academics have shown tremendous growth
Sub-group growth improvements

Weaknesses:
Students needing Tier II and III social/emotional behavior interventions
Student mobility
Students living in poverty or homeless situations
Targeted Tier II & III for writing and reading

Indicate needs related to strengths and weaknesses:
Training for teachers in social/emotional behavior interventions
Additional PD in strategic reading and writing behaviors

Student Achievement
The following data regarding student achievement has been collected, retained, and analyzed:

- MAP results by content area and grade level, including multi-year trends (required)
- MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- Completion rates: promotion/graduation rate, retention rates (if applicable)
- Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- Other performance indicators used in analysis:

  iReady Assessments
  Common Assessments
  DRA Assessment
  Observation Survey

Summarize the analysis of data regarding student achievement:

Strengths:

iReady data shows growth from beginning of the year to the end of the year in ELA and Math
DRA data shows some growth in reading levels
MAP data indicates an increase in ELA and Math
Weaknesses:

Percentage of students on grade level indicates the need for targeted Tier II & III strategies

Indicate needs related to strengths and weaknesses:

Interventions to support students below grade level
Parent involvement

Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of curriculum and instruction at the school:

- Learning expectations
- Instructional program
- Instructional materials
- Instructional technology
- Support personnel

Summarize the analysis of data regarding curriculum and instruction:

Strengths:

Consistent learning expectations between all district elementary schools
1:1 technology (ipads k-2, chromebooks 3-4)
Instructional technology support
PLC created units and assessments
Addition of whole group phonics and word study

Weaknesses:

Continued focus on PD regarding how strategic behaviors change over time
RTI methods and support materials
Gap of knowledge between new & experienced staff in curriculum

Indicate needs related to strengths and weaknesses:

PD and modeling/coaching cycles with Reading Interventionists and Teaching Methods Coach

High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a high quality professional
staff:

- Staff preparation
- Core courses taught by appropriately certified teachers
- Staff specialists and other support staff
- Staff demographics
- School administrators

Summarize the analysis of data regarding **high quality professional staff**:

**Strengths:**
- Appropriately certified staff
- Teaching Methods Coach support for teachers
- Experienced staff

**Weaknesses:**
- Interventions for students struggling in Math
- A large percentage of new teachers with little experience

Indicate needs related to strengths and weaknesses:
- Continued training opportunities for classroom teachers in instructional interventions

**Family and Community Engagement**

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- Parental involvement
- Communication with parents
- Policy Involvement
- Parent education
- Support for special needs and underserved
- Health services

Summarize the analysis of data regarding **family and community engagement**:

**Strengths:**
- LPN to provide for the health needs of students
- Family activity events are well attended
- Parent Communication

**Weaknesses:**
Parent education regarding curriculum & how they can help their child at home

Indicate needs related to strengths and weaknesses:

Provide more opportunities for parent education and early childhood education

**School Context and Organization**

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- ✔ School mission/vision
- ✔ Average class size
- ✔ School climate
- ✔ Management and governance
- ✔ Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

**Strengths:**

- Average class size is within DESE standards
- Project Based Learning (PBL) implementation & certification - obtained model status
- Partnership in Comprehensive Literacy (PCL) collaboration
- Professional Learning Communities (PLC) - working toward model status
- Trauma training for staff

**Weaknesses:**

- Students with social/emotional needs

Indicate needs related to strengths and weaknesses:

- Maintain training for veteran and new staff on interventions for social/emotional behaviors
- Training staff in areas of high need

**NEEDS ASSESSMENT: IDENTIFYING PRIORITIES**

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important."

(Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)
List and number, in order of priority, the critical needs identified in the school profile.

**Prioritized needs**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>Additional support and training for classroom teachers in reading and writing interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Tracking and reporting data to improve instruction and meet the needs of students. K-4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Improvement of Tier I writing</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Support and training for classroom teachers in math interventions</td>
<td></td>
</tr>
</tbody>
</table>

**Schoolwide Program**  
[Show]

**District/LEA Comments**

**DESE Comments**

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**Improving Lives through Education**