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

4040 CENTRAL 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:
Diversity
Attendance remains consistent
Consistent class sizes

Weaknesses:
Challenges addressing the needs of English Language Learners
Students needing Tier II and III behavior interventions
Student mobility

Indicate needs related to strengths and weaknesses:
Training for staff to support the needs of English Language Learners
Training for teachers in behavior interventions, BIST (Behavior Intervention Strategies Training)
Continued training in PBL and PCL

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

Weaknesses:
Growth is not significant in ELA and Math on other data
Percentage of students on grade level indicates a Tier I instruction issue

Indicate needs related to strengths and weaknesses:

Teacher training and ongoing support in Tier I instruction practices
Interventions to support students below grade level

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

**Weaknesses:**

Intervention strategies for struggling students in reading and ELA.

Indicate needs related to strengths and weaknesses:

Continued training in PCL, PBL and instructional interventions
Materials to support interventions

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

**Strengths:**

- Appropriately certified staff
- Teaching Methods Coach support for teachers and students
- Experienced staff

**Weaknesses:**

- More support strategies for ELL students

Indicate needs related to strengths and weaknesses:

- Continued staff training to support the needs of English language learners

**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:**

- Family activity events are well attended
- Parent Communication

**Weaknesses:**

- Involvement of ESL families

Indicate needs related to strengths and weaknesses:
Plan to improve involvement of ESL families

**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:**

- Consistent class sizes within DESE standards

**Weaknesses:**

- Strategies to manage challenging behaviors

Indicate needs related to strengths and weaknesses:

- Continued training in BIST strategies

**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**

| 1 | Improvement of Tier I instructional strategies in reading and writing, including specialized strategies for meeting the needs of English language learners |

| 2 | Training for classroom teachers in reading interventions, |