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

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
Consistent class sizes
Low mobility rate

Weaknesses:

Intervention strategies to meet the needs of struggling students

Indicate needs related to strengths and weaknesses:

Continued training on intervention strategies in order to meet the needs of struggling students

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:

Consistent growth in iReady & DRA data

Weaknesses:

Interventions for struggling students in ELA & Math

Indicate needs related to strengths and weaknesses:
Continue training for teachers in instructional intervention strategies through the PCL Model & Envision

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:**

- Consistent RTI methods and support materials

Indicate needs related to strengths and weaknesses:

- Training to support intervention strategies and RTI
- Supplemental materials

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 in all areas

Weaknesses:

Intervention strategies training for all staff

Indicate needs related to strengths and weaknesses:

Continued intervention strategies training for staff

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:

Parent Communication
RN to provide for the health needs of students and instructions regarding healthy practices.

Weaknesses:

Attendance at parent night activities

Indicate needs related to strengths and weaknesses:

Strategies to improve attendance at parent night activities
Strategies to include more ESL families in activities

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
Summarize the analysis of data regarding school context and organization:

Strengths:

Grade level teachers plan well together during PLC & scheduled team time. Working with Missouri State Personnel regarding PLC topics.

Weaknesses:

Continued need for training using PBL strategies

Indicate needs related to strengths and weaknesses:

Continued training in PLC
Additional training in PBL

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. Continued training for classroom teachers in reading and math interventions

2. Continued training in PLC & PBL strategies and procedures