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

5020 SOUTH 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
Consistent class sizes
Low mobility rate

Weaknesses:

Students needing Tier II interventions
Challenges addressing the needs of ELL students

Indicate needs related to strengths and weaknesses:

Continued training on strategies & interventions
Training for staff to support the needs of English Language Learners

**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:**
Interventions for struggling readers

Indicate needs related to strengths and weaknesses:

Training for teachers in classroom intervention strategies

**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 and materials to support intervention strategies in the classroom

**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 supports classroom teachers

**Weaknesses:**

- Intervention strategies training for staff for EL students
- Training in the PCL model for new teachers

Indicate needs related to strengths and weaknesses:

- Continued training for staff in intervention strategies to be used for struggling and EL students.
- Training new teachers in the PCL model

**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:**

- RN to provide for the health needs of students
- Parent and family nights are well attended
- Parent Communication

**Weaknesses:**

- Involvement & communication of ESL families
- PTO involvement

Indicate needs related to strengths and weaknesses:
Plan to increase parent and community involvement

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:

- PBIS is well implemented
- Appropriate class sizes
- BIST is well implemented

Weaknesses:

- Student discipline strategies to manage challenging behaviors

Indicate needs related to strengths and weaknesses:

- Continued training for staff using Behavior Intervention Support Training (BIST)
- Celebrate student success

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

2. Continued growth in Tier I instructional strategies for ELA, while continuing training in classroom interventions