District/LEA: 073-108 NEOSHO R-V   Year: 2023-2024
Funding Application: Plan - School Level - 4080 GOODMAN ELEM.   Version: Initial   Status: Submitted

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 Level Plan Home   Print   Cancel Print Mode

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

11/1/2022

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
Consistent class sizes
All Tier Academics have shown tremendous growth
Sub-group growth improvements
Modification and behavior training
Socioeconomic status no longer affects academic status

Weaknesses:

Students needing Tier II and III social/emotional behavior interventions
Student mobility
Students living in poverty or homeless situations
Socioeconomic status does affect behavior
Attendance has declined

Indicate needs related to strengths and weaknesses:

Training for teachers in social/emotional behavior interventions
Additional PD in strategic reading and writing behaviors
Teacher support with discipline and socioeconomic status

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
- Writing benchmark
- Phonics assessment

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
Supplemental ELA teacher providing additional support & instruction
Students identified to be ready to learn according to social/emotional criteria showed more growth with Tier 3 interventions.

Weaknesses:

Percentage of students on grade level indicates the need for targeted Tier II & III strategies
Behavior getting in the way of achievement and Tier 1 exposure.

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:**

Critical Concepts
1:1 technology (ipads k-2, chromebooks 3-4)
PCL created units and assessments
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 as well as new administration

Indicate needs related to strengths and weaknesses:

Consistent behavior model to protect instructional time
Shared expectations with administration

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
- Consistent feedback from peers and administration

Weaknesses:

- Interventions for students struggling in Math
- Number sense interventions at lower levels
- New teaching teams and new teachers

Indicate needs related to strengths and weaknesses:

- Transition in administration
- Consistent Communication to indicate what needs are with administration

Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of family and community engagement
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
- Multi-faceted and tier behavior plan to include creating awareness for family requested needs

Weaknesses:

- Parent education regarding curriculum & how they can help their child at home
- Transiency and attendance
- Lack of family support

Indicate needs related to strengths and weaknesses:

Continue to provide more opportunities for parent education and early childhood education in all areas including emotional health.

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
Highly Reliable Schools (HRS) training

Weaknesses:

Students with social/emotional needs
Attendance

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
Leadership team used for building routines and procedures

**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. **Title I.A funds will be allocated to ensure access to rigorous educational opportunities to empower each student to realize their unique potential through the purchase of supplemental materials.**

2. **Enhance the culture that makes NSD a leader in recruitment, retention and development of effective team members.**

3. **Title I.A funds will be used to cultivate a safe, supportive, and collaborative environment for all by providing supplemental materials and professional development.**

4. **Provide and maintain safe, first-class facilities and high-quality technology resources which meet the needs of Wildcat Nation.**
Title I.A funds will be used to provide a Supplemental ELA teacher providing additional help for students as needed.

District/LEA Comments
RISE Elementary School replaces Central Elementary School which closed at the end of the 2022-23 school year. Teachers from all elementary schools applied for teaching positions. Parents applied for their children to attend and students were chosen through a lottery process with demographics to mirror other elementary schools in the district. The Teaching Methods Coach is also a...

DESE Comments

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