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

5060 RISE ELEMENTARY

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:
RISE Elementary consists of students from all other district elementary buildings. A Demographer worked to ensure the demographics of RISE mirrored the district demographics.

Consistent attendance
Consistent class sizes

Weaknesses:

Students living in poverty or homeless situations.

Indicate needs related to strengths and weaknesses:

Training for staff to support the needs of English Language Learners
Training in meeting the needs of students in poverty or homeless situations
Continued training in Project Based Learning, STEM/STEAM, and other authentic learning strategies

**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 Formative Assessments
  - Progress monitoring for struggling students

Summarize the analysis of data regarding student achievement:

**Strengths:**

- ✔ iReady data shows growth in ELA and Math
- ✔ Common Formative Assessments provide timely feedback for teachers, students and parents.

**Weaknesses:**
Interventions for students below grade level
K-1 Phonics Instruction

Indicate needs related to strengths and weaknesses:

Teacher training and ongoing support in Tier 1 instructional practices
Interventions to support students below grade level
Continued training on Authentic Learning Strategies such as PBL, STEM/STEAM

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
Implementation of Critical Concepts K-4

Weaknesses:

Intervention strategies for struggling students in Reading and ELS
Teachers from other elementary buildings learning to collaborate and form common goals as RISE staff in authentic learning

Indicate needs related to strengths and weaknesses:

Continued training in PCL, PBL and instructional interventions
Supplemental materials to support interventions
Support & training for Phonics instruction
Support for training and supplemental materials for authentic learning practices
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
- A Teaching Methods Coach provides support for teachers and students
- Experienced staff

Weaknesses:

- Staff learning to work together as a cohesive unit at RISE

Indicate needs related to strengths and weaknesses:

- Continued staff training to support the goals of RISE: STEM/STEAM, authentic learning

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 are expected to be well attended
- Parents actively sought the opportunity for their child(ren) to attend RISE
Weaknesses:

- Involvement of ELL families
- Parents learning the expectations of being actively involved

Indicate needs related to strengths and weaknesses:

- Plans to improve involvement of ELL families
- A community event will be held at RISE so families can get acquainted with the building, staff and each other.
- Parent communication will be consistent.

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
- Partnerships with Magnify Learning, Amazeum and PITSCO

Weaknesses:

- Establish PLC within the new ataff arrangement
- Establish common expectations and procedures for students and staff

Indicate needs related to strengths and weaknesses:

- Continue current partnerships
- Provide ongoing training for staff and students

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 are allocated to provide professional development and supplemental materials for the improvement of Tier 1 instructional strategies.

2. Title I.A funds will be used for professional development to provide training for classroom teachers in interventions and authentic learning.

3. Title I.A funds will be used to provide supplemental materials for Tier 2 instruction in all content areas and STEM/STEAM activities.

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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