

District/LEA: 046-134 WEST PLAINS R-VII Year: 2022-2023

Funding Application: Plan - School Level - 5000 SOUTH FORK ELEM.
Version: Initial Status: Approved

☒ Number

☐ Name

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5000 SOUTH FORK 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

4/22/2022

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:

The largest strength is attendance and increasing enrollment. In addition, discipline issues are lower than expected. The demographic data concerning the decreasing free-and-reduced population as well.

Weaknesses:

attendance

Indicate needs related to strengths and weaknesses:

continue to monitor and provide for improved attendance through initiatives as well as work with families to ensure all students who qualify FOR FREE-AND-REDUCED ARE PROPERLY IDENTIFIED.

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:

Teacher evaluation and classroom assessments

Summarize the analysis of data regarding **student achievement**:

Strengths:

Students are below expectations in regard to state averages as seen with NWEA assessment and classroom assessments. MOLEAP data was also gathered to support this.

Weaknesses:

The area of emphasis for this school year will be reading comprehension. All core areas will be addressed for students with individual needs in the district RtI program, however, all students will receive additional reading help. Writing in the content areas and phonological skills.

Indicate needs related to strengths and weaknesses:

Improved reading comprehension and assessment for learning

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:

The up-to-date curriculum throughout the building with both vertical and horizontal alignment. The district has employed instructional coaches to identify instructional problematic areas and correction procedures. The program's strengths were reviewed by the advisory committee concerning reading specialists in grades 1 through 4 at West Plains Elementary and grades K through 6 at South Fork Elementary. AFTER SCHOOL HIGH DOSAGE TUTORING IS BEING OFFERED AT EACH GRADE LEVEL.

Weaknesses:

The district has adopted a technology-rich curriculum and technology availability is inconsistent. The district would like to provide greater instructional development for the delivery of instruction via technology in the classroom setting.

Indicate needs related to strengths and weaknesses:

Improved technological instruction incorporating problem-based learning, assessment for learning, and reading/writing instruction. Therefore, the district based upon parental and community agency input has chosen to expand a reading specialist for the 2021-2022 school year for Kindergarten. The data from this addition was shared with the team as well as the data of the interventionist at each grade level K-6 at South Fork Elementary for 2022-2023.

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:

Many opportunities for teachers to engage in high-quality professional development in the district. The district has also sought out great professional development in surrounding communities to attend.

Weaknesses:

Teachers occasionally fail to take advantage of PD opportunities.

Indicate needs related to strengths and weaknesses:

Improve district evaluation and oversight to ensure educator participation.

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:

Many opportunities for parents which are typically well attended and appreciated by parents. Evaluations for events are very high.

Weaknesses:

Parent complaints of parking and space at the events

Indicate needs related to strengths and weaknesses:

Additional communication media and additional teacher-parent communication concerning special events. Other strengths despite the Covid-19 pandemic, multiple virtual parent communication and parent involvement nights in order to support literacy as well as parent and family engagement in grades Preschool through 6th grade. The building also held several in-person parent involvement nights to promote literacy and learning.

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:

School mission/vision, student discipline levels, and school climate,

Weaknesses:

Classroom space and student class size, communication

Indicate needs related to strengths and weaknesses:

Classroom space, general communication

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	Reading Instruction
2	Math
3	Assessment for learning

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Use of the NWEA assessment as well as classroom assessments to measure growth at each grade level.

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District/LEA Comments

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