



Needs Assessment/Guidance Planning Survey

Gateway Elementary

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About Gateway

Mission

- The staff of Gateway Elementary School is committed to involving our students in activities that will prepare them for a life of learning, focusing on Communication Arts, Mathematics, Science, Technology and Character Education. We also embrace the belief that “All Children Can Learn.”

Vision

- The staff and educators at Gateway Elementary MST see Gateway as a partnership between home, school and community, resulting in a quality of high educational experiences for our students.

Counseling Curriculum Focus?

- In order to determine the focus of the school counseling curriculum for the 2021-2022 school year, a sample of students in grades 3-5 completed a guidance planning survey.
- Sample: $N = 67$
 - Grade 3: twenty-seven students successfully completed the survey; $N = 27$
 - Grade 4: eleven students successfully completed the survey; $N = 11$
 - Grade 5: twenty-nine students successfully completed the survey; $N = 29$

Methodology

- A sample of Gateway students in grades 3-5 were given a list of school counseling curriculum learning outcomes and instructed to select and rank the top 5 learning outcomes they believed to be most important for a student their age to know.
- There are a total of 3 learning outcomes for each of the three Missouri Comprehensive School Counseling Program curricular areas: 1) social/emotional development, 2) academic development, and 3) career development.
 - Social/emotional development outcomes: SE 1-3
 - Academic development outcomes: AD 4-6
 - Career development outcomes: CD 7-9

Guidance Planning Survey Items

(Missouri Comprehensive School Counseling Program Curriculum Learning Outcomes)

Students my age need to:

- Know about themselves and how they can be a helpful member of a group. (SE1)
- Know how to be successful in school. (AD4)
- Know and use skills that will help them to be safe and healthy. (SE3)
- Know how to use good work habits and skills at school. (CD9)
- Know what school skills will help them when they grow up. (CD7)
- Know how to set goals and plan to help themselves be successful in school. (AD6)
- Know what is expected of them when they change grade levels. (AD5)
- Know about many kinds of jobs and how people learn to do their jobs. (CD8)
- Know how to interact with others in ways that show respect for all people. (SE2)

Methodology (Continued)

- Students' rankings of learning outcomes were converted numerically to weighted values:

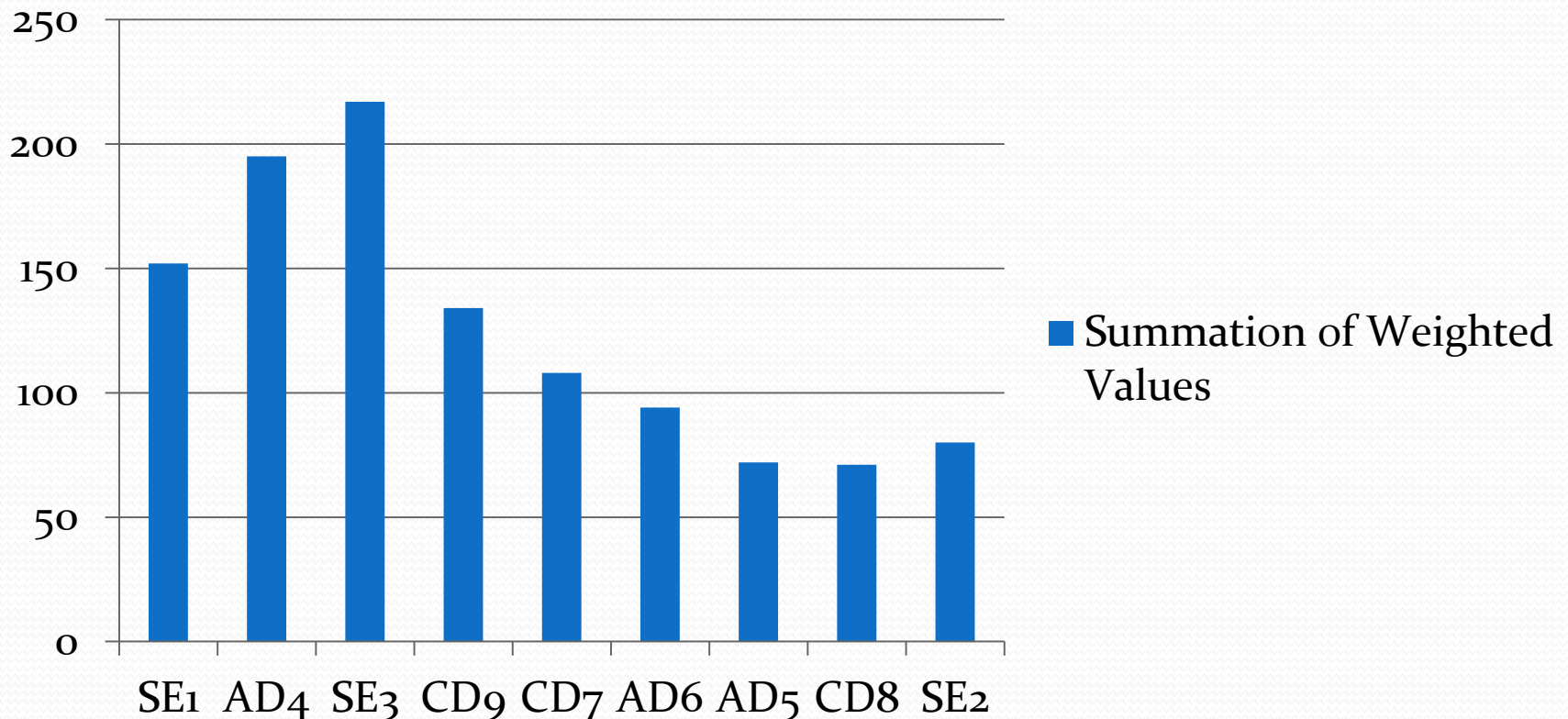
Weighted Value Conversion Chart

Rank	Weighted Value
1	5
2	4
3	3
4	2
5	1

- The top learning outcomes were determined by comparing the summation of weighted values derived from student survey responses.
- The perceptual importance of curricular areas was determined by comparing the summation of weighted values of the 3 learning outcomes within each curricular area.

School-wide Results

Top 5 Learning Outcomes (School-wide)

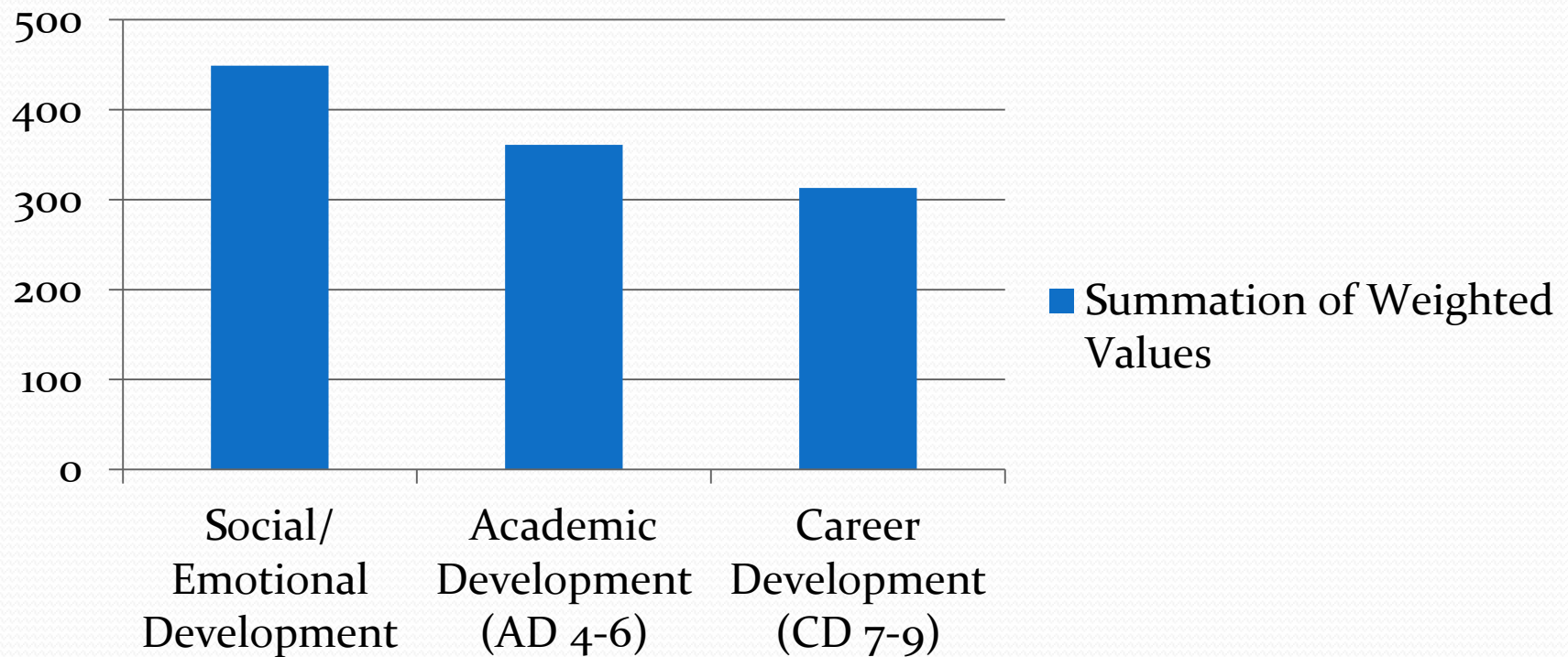


Schoolwide Results

According to students surveyed, the top 5 Missouri Comprehensive School Counseling Program Curriculum learning outcomes for Gateway students in grades 3-5 are as follows:

- #1 Know and use skills that will help them be safe and healthy. (SE3)
- #2 Know how to be successful in school. (AD4)
- #3 Know about themselves and how they can be a helpful member of a group. (SE1)
- #4 Know how to use good work habits and skills at school. (CD9)
- #5 Know what school skills will help them when they grow up. (CD7)

Perceptual Importance of Curricular Areas (School-wide)



School-wide Perceptual Importance Indications

Results also indicate the following assumptions for students in grades 3-5:

- Social/emotional development is perceived as the curricular area needing most attention.
- Academic development is perceived as the second most important curricular area needing attention.
- Career development is perceived as the third most important curricular area needing attention.

Recommendations in Response to Self-Reported Learning Needs

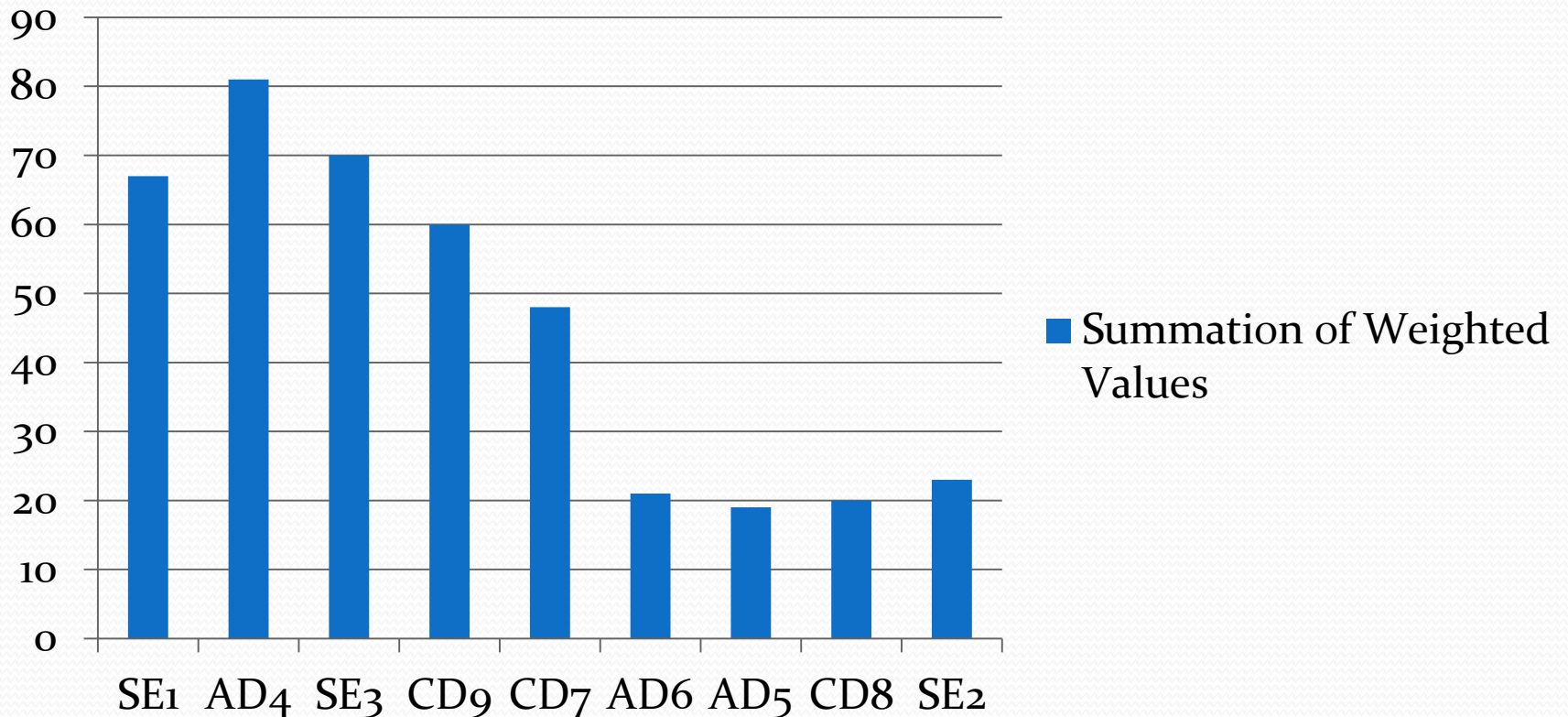
- When planning school counseling lessons, the school counselor may want to consider intensifying the depth of knowledge of learning activities addressing the top perceptual learning needs of students.
- The school counselor may want to consider partnering with outside organizations to provide additional curricular enrichment opportunities, to address the top self-reported learning needs of students.
- The school counselor may want to consider prioritizing the social/emotional curricular area of the school counseling curriculum.



Disaggregated Results by Grade Level

Grade 3 Results

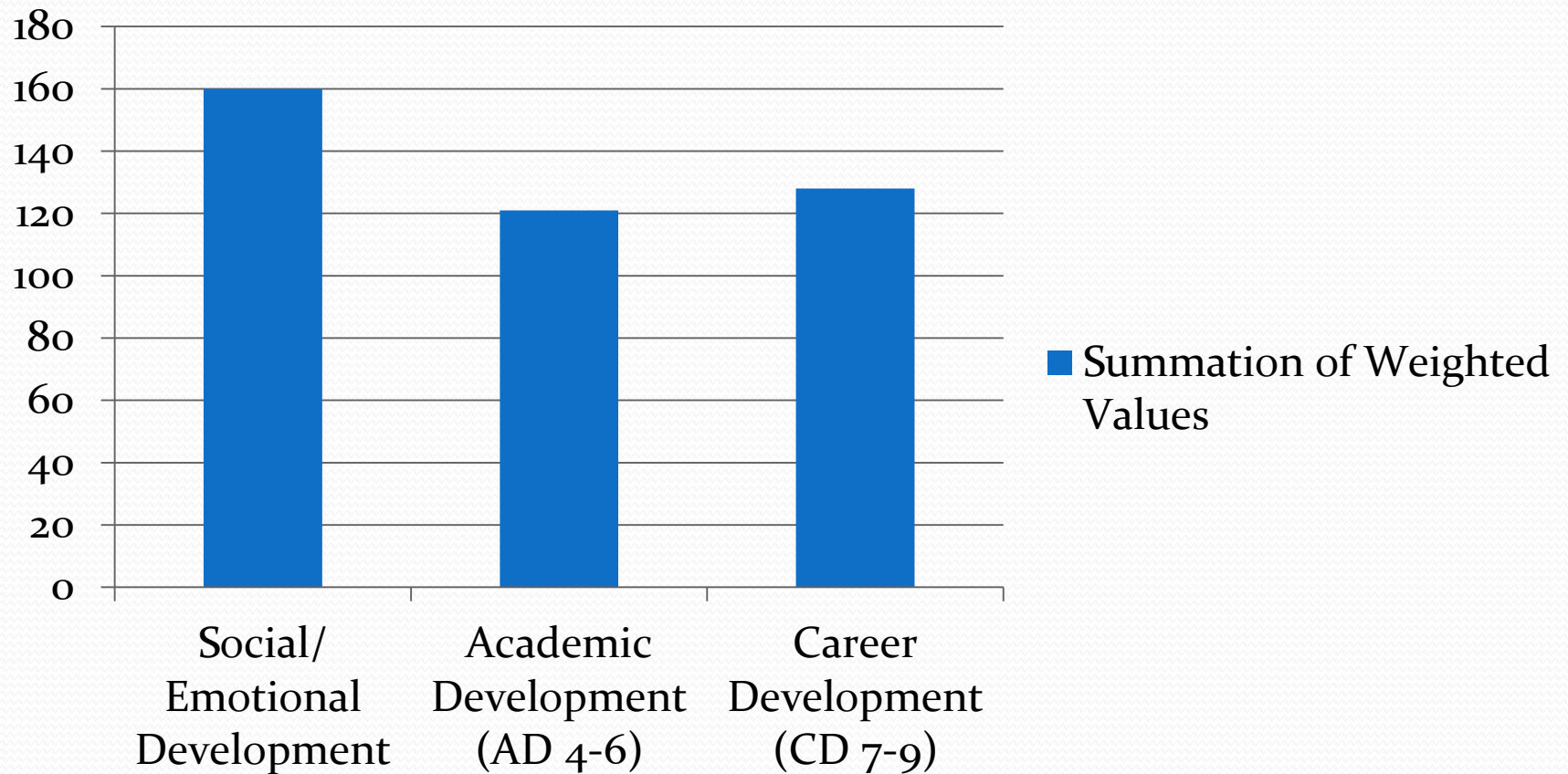
Top 5 Learning Outcomes (Grade 3)



According to students surveyed, the top five learning outcomes for students in grade 3 are:

- #1 Know how to be successful in school. (AD₄)
- #2 Know and use skills that will help them to be safe and healthy (SE₃)
- #3 Know about themselves and how they can be a helpful member of a group. (SE₁)
- #4 Know how to use good work habits and skills at school. (CD₉)
- #5 Know what school skills will help them when they grow up. (CD₇)

Perceptual Importance of Curricular Areas (Grade 3)



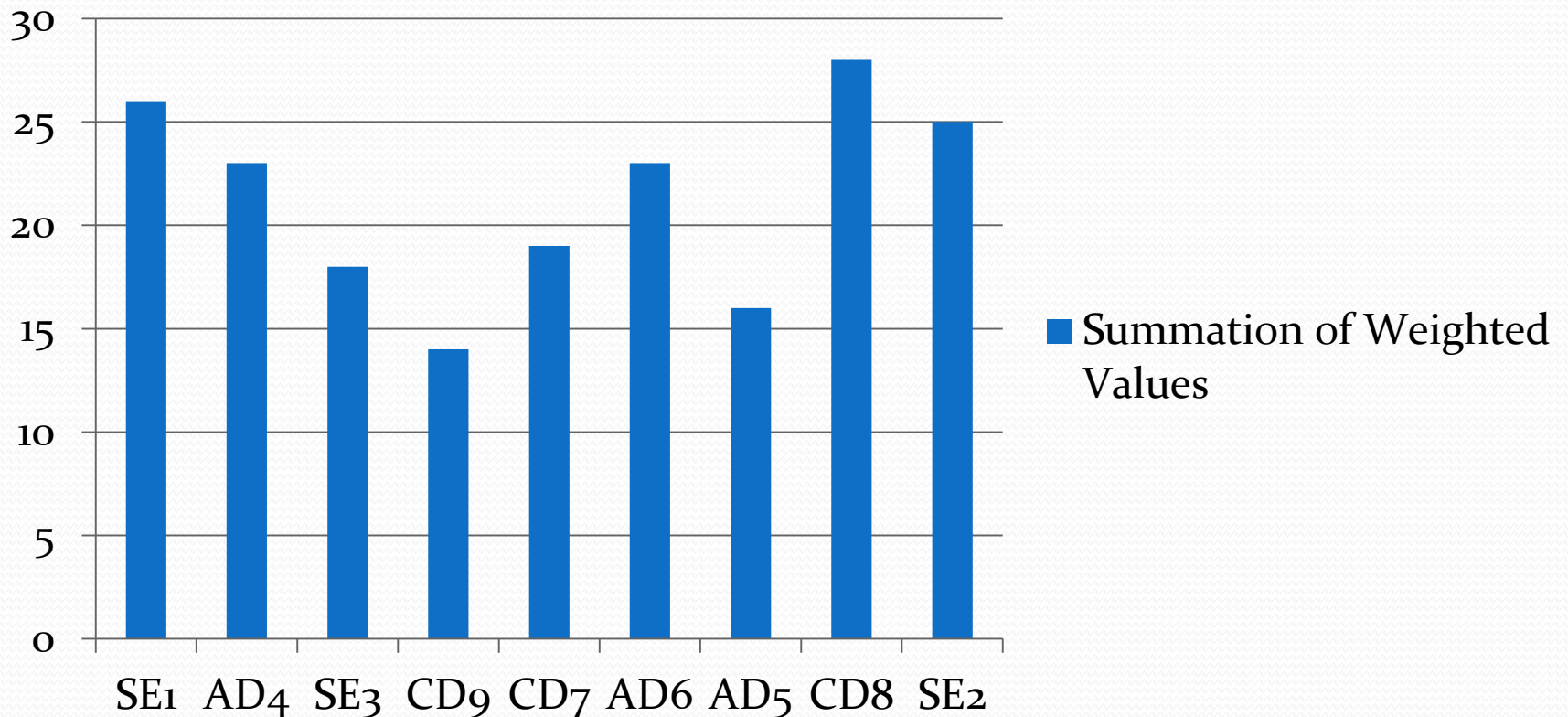
Perceptual Importance Indications

Results indicate the following assumptions for students in grade 3:

- Social/emotional development curriculum is perceived as the curricular area needing most attention.
- Career development is perceived as the second most important curricular area needing attention.
- Academic development is perceived as the third most important curricular area needing attention.

Grade 4 Results

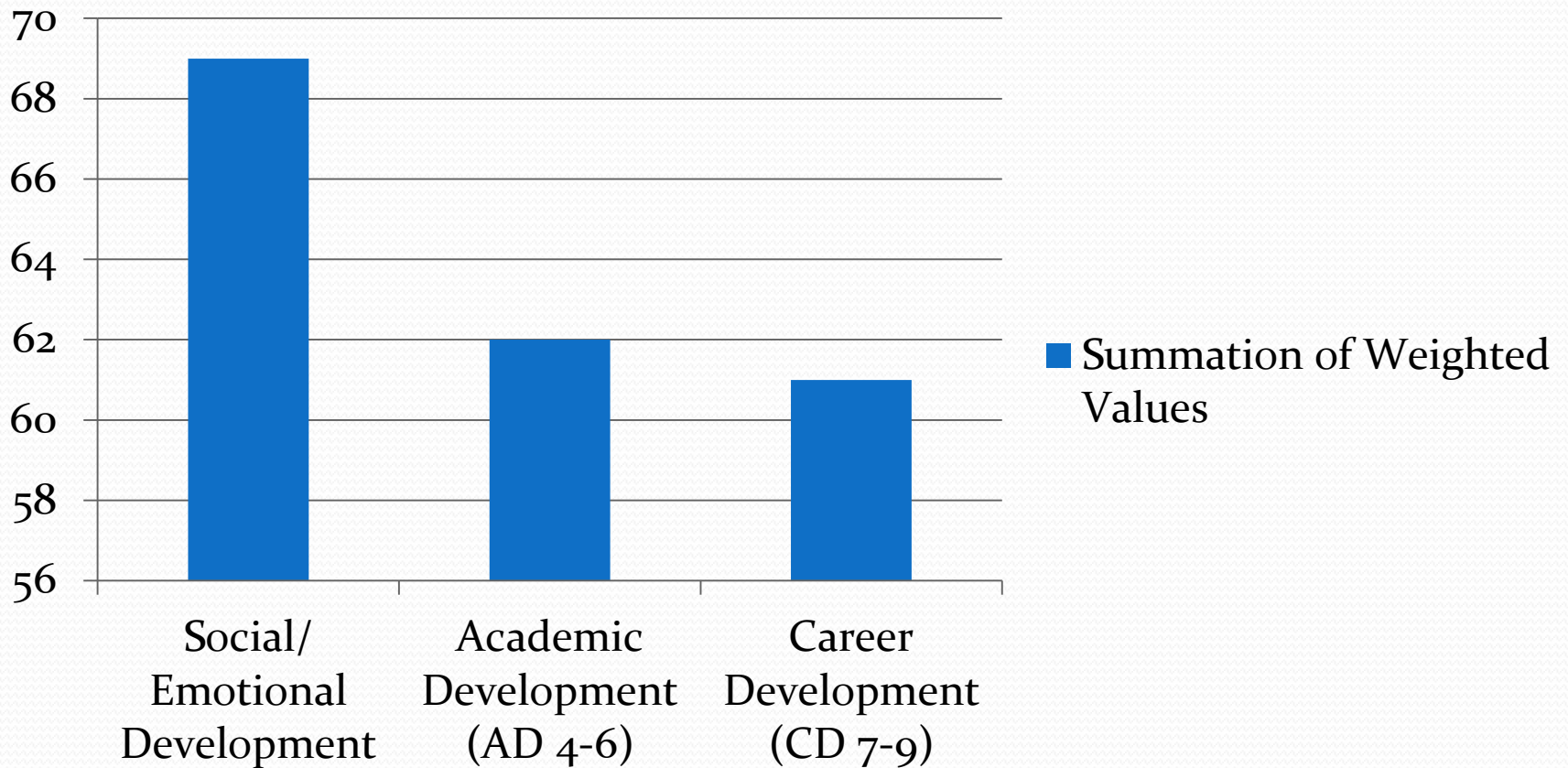
Top 5 Learning Outcomes (Grade 4)



According to students surveyed, the top five learning outcomes for students in grade 4 are:

- #1 Know about many kinds of jobs and how people learn to do their jobs. (CD8)
- #2 Know about themselves and how they can be a helpful member of a group. (SE1)
- #3 Know how to interact with others in ways that show respect for all people. (SE2)
- #5 (tie): Know how to be successful in school. (AD4) & Know how to set goals and plan to help themselves be successful in school. (AD6)

Perceptual Importance of Curricular Areas (Grade 4)



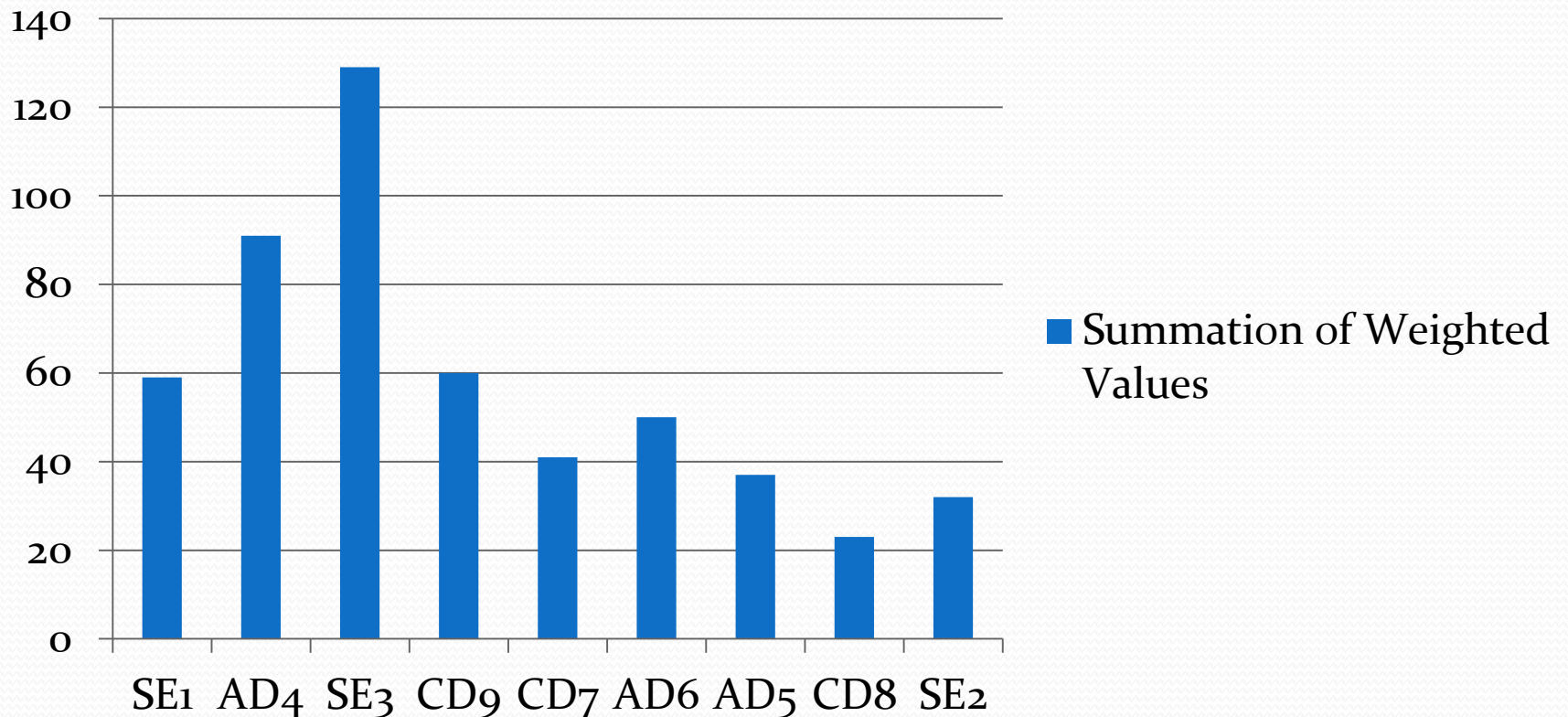
Perceptual Importance Indications

Results indicate the following assumptions for students in grade 4:

- Social/emotional development is perceived as the curricular area needing most attention.
- Academic development is perceived as the second most important curricular area needing attention.
- Career development is perceived as the third most important curricular area needing attention.

Grade 5 Results

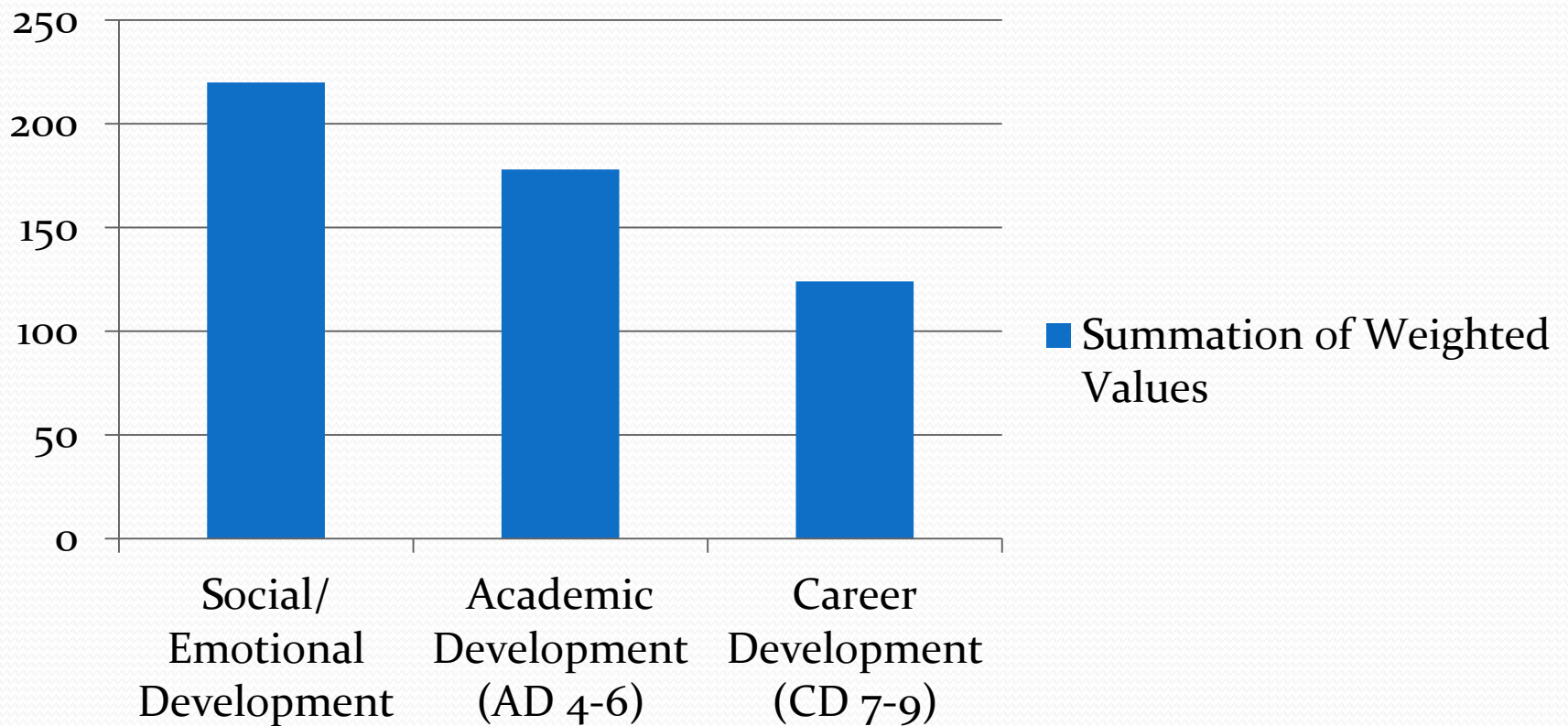
Top 5 Learning Outcomes (Grade 5)



According to students surveyed, the top five learning outcomes for students in grade 5 are:

- #1 Know and use skills that will help them to be safe and healthy (SE₃)
- #2 Know how to be successful in school. (AD₄)
- #3 Know how to use good work habits and skills at school. (CD₉)
- #4 Know about themselves and how they can be a helpful member of a group. (SE₁)
- #5 Know how to set goals and plan to help themselves be successful in school. (AD₆)

Perceptual Importance of Curricular Areas (Grade 5)



Perceptual Importance Indications

Results indicate the following assumptions for students in grade 5:

- Social/emotional development is perceived as the curricular area needing most attention.
- Academic development is perceived as the second most important curricular area needing attention.
- Career development is perceived as the third most important curricular area needing attention.