

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District:	250 Pittsburg	Bldg #	Grades Served:
School:	Pittsburg Middle School	1314	6-8

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs		Notes	
a.	Student Headcount	743	
b.	Percentage of students with an active IEP	24.89%	
c.	Percentage of students enrolled in English Language Learner (ELL) services	0.06%	
d.	Percentage of students identified as At-Risk (Free lunch)?	53.43%	
e.	Pupil-Teacher Ratio Average	14:01	
f.	Pupil-Teacher Ratio Median	17:01	
g.	Are the needs of Foster Care Students being met? If no, what supports are needed?	Foster care student needs are met mostly thorough outside organizations.	Those organizations are Talent Search, Communities in Schools, and the school based therapist from Community Health.
h.	Are there gaps in student success among race/ethnicity student subgroups?	Yes, there are gaps	Our ethnic groups scoring low align closely to our free/reduced scores. Many of the students in these subgroups are also in the low SES subgroups.
i.	Is there a tiered system of support to target reading growth?	Yes	We are working with Dr. Hurford (Pittsburg State University) next year to change our supports and move to addressing the Dyslexia protocols.
j.	Is there a tiered system of support to target math growth?	Yes	Our individual student needs are addressed in math by offering different levels of math classes and we are grouping kids after local assessments to address the individual learning needs of students.
k.	Are there local assessments to measure reading growth?	yes	Fastbridge and common formative assessments
l.	Are there local assessments to measure math growth?	yes	Fastbridge and common formative assessments
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	yes	We have an after school tutoring program
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	We are provding oportunities for more personalized learning in the area of math. We are also implementing new reading interventions for dyslexia.	Our teachers set yearly goals for state assessments with their teams with the instructional coach.

	o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Our goals are consistently focused on showing individual student growth. We value seeing each child individually improve.	We also set goals with the children. This helps us communicate the growth mindset we operate under.
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)			Notes
	a. How is social/emotional growth being measured?	Student surveys in Panorama, attendance, activity involvement and discipline records, counselors records.	The counselors do targeted groups for things like trauma and loss of a parent. They do pre and post rating scales after the group sessions to see if it is making a positive impact.
	b. What are the targets/goals related to social/emotional growth?	Decreased discipline referrals, improved attendance, involvement in outside activities, building positive relationships, increased peer interactions, ability to work through conflicts, utilizing stress/anxiety techniques when needed.	We work on these goals through the counseling office and our student advocacy groups. Our SAG groups do a good deal of team building activities to promote positive relationships and socialization.
	c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	n/a	
	d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	n/a	
	e. How are successes of Individual Plans of Study being measured?	We just implemented IPS this year. The measure of our success was ensuring every student had one and met 2 times with the student advocacy teacher to go over their goals and accomplishments. All students also took interest inventories in Xello.	
	f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	
	g. How are you ensuring students are civically engaged?	Every student completes two community service projects per year with their student advocacy group.	
SECTION 3: Curriculum Needs			Notes
	a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	After-School tutoring and Summer School	

	b. Are there appropriate and adequate instructional materials?	Yes	We have have a rotation to upgrade curriculum in a timely manner.
	c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	All students have a chromebook, teachers have smart TV's and ipads
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)			Notes
	b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	n/a	
	c. Is every child in your school provided at least the following capacities?	yes	
	1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	All teacher focus on teaching standards to support oral and written communication. It is directly taught in ELA. It is also part of our profile of a graduate goals.	
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	HGSS teachers explicitly teach this. Also tier 1 students get exposed to current events related to this during intervention time.	
	3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	HGSS teachers explicitly teach this. Also tier 1 students get exposed to current events related to this during intervention time.	
	4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Every student is required to take 2 PE courses. These teacher focus on wellness and self-care. Our student advocacy groups also teach character education and team building lessons.	
	5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	We offer a wide variety of fine arts classes and cultural classes. Next year every 6th grader will be required to take an intro to fine arts course. We are also offering a new elective class called cultures and traditions.	
	6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	We provide academic classes as well as vocational classes. We currently offer construction and coding classes. Next year will offer an intro to health care class.	We focus on the profile of a graduate skills in all our classes. This encourages good communication, problem solving, critical thinking, and being a good citizen.

	7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Due to our size we are able to offer more of a variety of classes to students to expand their knowledge and allow them to work in more advanced classes if they choose.	We focus on the profile of a graduate skills in all our classes. This encourages good communication, problem solving, critical thinking, and being a good citizen.
SECTION 5: Staff Needs			Notes
a.	Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	
b.	How many classified support staff are currently employed?	20	
c.	How many classified support staff are needed?	22	We need more ESOL support. We would also like to have more special education support, but that isn't a district budget item. Much of the staffing problems are due to the pay of classified staff. They can go elsewhere in the community and make more money. When we have an opening we have a lack of quality applicants.
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We have plenty of library and nursing resources, but we need another counselor to better serve the mental health needs we have.
e.	Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	yes	Our instructional coach is extremely valuable in this area.
f.	What staff development is necessary for teachers to support student success and meet the school improvement goals?	We need more training on personalized learning and providing social emotional support.	
SECTION 6: Facility Needs			Notes
a.	Is there adequate space for student learning?	Not this year, but after the remodel we will have sufficient space.	
b.	Are there necessary repairs and/or adjustment to the existing space that need to be made?	We are replacing roofing in a few spots this year our A/C and heating units often have issues but the district fixes them in a timely manner. We need more parking and pavement on one of our staff parking lots.	I know capital improvements are on a district level plan and will be addressed according to priority.
c.	Are additional School Buses needed or any additional Routes needed?	Additional school buses may be needed for growing enrollment	

SECTION 7: Family Needs/Community Relations			Notes
a.	Do you have regular events to engage parents with teachers?	No	We have tried many times and they are never well attended. We do host a meet the teacher night at the beginning of the year which has good attendance. We are working on some ideas to improve parent teacher conference attendance for next year. Parents do attend and engage in sports and fine arts performances.
b.	What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	None	We have tried those in the past and had less than 10 parents attend.
c.	Do you have an active Site Council?	No	We usually have no one show up. The most that has ever shown up is two. We have tried evenings and lunch time to try to increase attendance and it hasn't been successful.
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No	Every few years a parent will start one, but then no one is willing to take over when that person's child goes to the high school. Usually only a handful of parents volunteer to help.
e.	What types of communication exists with families? Is it adequate?	We send a weekly newsletter, use the remind app, send SwiftReach messages, host parent teacher conferences twice a year, teachers and admin send emails and make phone calls as needed on an individual basis. Yes it is adequate.	
f.	What types of communication/social media exists with your community? Is it adequate?	We have a district Twitter page and Facebook page to inform parents of events and projects.	
SECTION 8: School Data			Notes
a.	Building Attendance Rate	99.90%	KSDE Accountability Report
b.	Building Chronic Absenteeism Rate	0.10%	KSDE Accountability Report
c.	District Chronic Absenteeism Rate	15.40%	KSDE Accountability Report
d.	District Graduation Rate	82.30%	KSDE Accountability Report
e.	District Dropout Rate	1.90%	KSDE Accountability Report
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)			Notes
a.	What is our building graduation rate	n/a	
b.	What is our building dropout rate?	n/a	
c.	What is our average comprehensive ACT score?	n/a	

