

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

<b>District:</b>	250 Pittsburg	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b>	Westside Elementary	1310	K-5

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

SECTION 1: Student Needs		Notes
a. Student Headcount	277	
b. Percentage of students with an active IEP	25.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	19.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	67.00%	
e. Pupil-Teacher Ratio Average	20.1	
f. Pupil-Teacher Ratio Median	0.2	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	Using Fastbridge Data, we can see a gap in learning for our ELL students, especially Hispanic and Marshallese populations.
i. Is there a tiered system of support to target reading growth?	Yes	We provide multi-tiered system of support (MTSS) for all students in the area of reading. They receive individualized reading instruction based from FastBridge and classroom data. MTSS services are provided daily for 30 minutes each day. Students are progress monitored to ensure academic progress in being made.
j. Is there a tiered system of support to target math growth?	Yes	We provide multi-tiered system of support (MTSS) for all students in the area of reading. They receive individualized reading instruction based from FastBridge and classroom data. MTSS services are provided daily for 30 minutes each day. Students are progress monitored to ensure academic progress in being made.
k. Are there local assessments to measure reading growth?	Yes	FastBridge (K-5), ESGI (K), State Assessments (3-5)
l. Are there local assessments to measure math growth?	Yes	FastBridge (K-5), ESGI (K), State Assessments (3-5)
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	We provide Dragon Academy three days per week during the school year for 1st - 3rd grades to focus on reading and math skills. In the summer, we provide Summer Boost Academy on Monday - Friday from 8:00 - 1:00 for five weeks for students in K-5. Students that are behind academically are invited to attend. We will be adding after school tutoring programs for grades 4 and 5 for the 2022-23 school year.

n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Our data indicates a need for a new core math resource for grades K-5. Math resources will be reviewed, piloted, and selected during the 2022-23 school year. We will continue implementation of our newly adopted Success For All reading program. This research based reading program allows for students to be instructed at their individualized reading levels.	
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	We will be modifying our MTSS model in the upcoming school year. The MTSS model will be skill based and data will be reviewed twice per month in order to provide individualized instruction.
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and S</b>			<b>Notes</b>
a.	How is social/emotional growth being measured?	Panorama SEL Assessment	We administer the Panorama SEL Assessment in the Fall and Spring to 3rd - 5th grades. This data is used to determine additional SEL services as well as parent and teacher referrals.
b.	What are the targets/goals related to social/emotional growth?	Our goal for social emotional growth is for all students to score on track or low risk using the Panoram SEL Assessment.	We administer the Panorama SEL Assessment in the Fall and Spring to 3rd - 5th grades. This data is used to determine additional SEL services as well as parent and teacher referrals.
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ Data, Preschool Data, and Bracken Assessment	
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Our target is for students to score average or above on the Bracken assessments. If students score in the delayed or below categories, they are referred for our summer Jumpstart program to help prepare for Kindergarten Readiness.	We provide Jumpstart for incoming kindergarten students for two weeks before the school year begins. Students who have not been to pre kindergarten, scored low on the Bracken and/or ASQ, or are at risk qualify for the program.
e.	How are successes of Individual Plans of Study being measured?	N/A	
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?	Community Service Projects	Westside has an active K-Kids Club that often completes projects in the school or in the community. They collect food for local food banks, help with Salvation Army, and clean up around the neighborhood.
<b>SECTION 3: Curriculum Needs</b>			<b>Notes</b>

	a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	We provide Dragon Academy three days per week during the school year for 1st - 3rd grades to focus on reading and math skills. In the summer, we provide Summer Boost Academy on Monday - Friday from 8:00 - 1:00 for five weeks for students in K-5. Students that are behind academically are invited to attend. We will be adding after school tutoring programs for grades 4 and 5 for the 2022-23 school year. Jumpstart is offered for incoming kindergarten students who do not have kindergarten readiness skills or identified as at risk.	
	b. Are there appropriate and adequate instructional materials?	No	Our data indicates a need for a new core math resource for grades K-5. Math resources will be reviewed, piloted, and selected during the 2022-23 school year. We will continue implementation of our newly adopted Success For All reading program. This research based reading program allows for students to be instructed at their individualized reading levels. Additional instructional materials will need to be purchased to meet these needs.
	c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	However, technology must be updated and upgraded continuously. Replacement needs will also occur frequently to support student learning.
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>			<b>Notes</b>
	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?		
	1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	All teachers support the instruction of oral and written communication skills through Success For All. This is also part of the district Profile of a Graduate goals.
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	All teachers support the instruction of HGSS standards during social studies instruction to provide sufficient knowledge of economic, social, and political systems to enable students to make informed choices.
	3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	All teachers support the instruction of HGSS standards during social studies instruction to provide an understand of governmental processes.

	4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Getting Along Together from our SFA curriculum, provides weekly lessons taught by the classroom teacher on SEL to meet student knowledge of mental and physical wellness. Our school counselor also provides monthly SEL lessons in the classroom based on the state counseling standards.
	5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	All students receive 90 minutes of music and art instruction during a 6 day rotation.
	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.	Yes	All teachers focus on the district's Profile of a Graduate skills during instruction daily. This encourages effective 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.	Yes	All teachers focus on the district's Profile of a Graduate skills during instruction daily. This encourages effective communication, problem solving, critical thinking, and being a good citizen.
<b>SECTION 5: Staff Needs</b>			<b>Notes</b>
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?	31	This includes all Special Education support, custodial, para, and secretary.
c.	How many classified support staff are needed?	1	Evening Custodian
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We need an additional counselor to meet our students' social emotional needs.
e.	Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f.	What staff development is necessary for teachers to support student success and meet the school improvement goals?	We need more training on implementing Marzano strategies into classrooms and Kagan Structures into lessons to increase student engagement and improve student academic success.	
<b>SECTION 6: Facility Needs</b>			<b>Notes</b>
a.	Is there adequate space for student learning?	Yes	

	b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	
	c. Are additional School Buses needed or any additional Routes needed?	No	
<b>SECTION 7: Family Needs/Community Relations</b>			<b>Notes</b>
	a. Do you have regular events to engage parents with teachers?	Yes	We have family engagement nights throughout the school to increase family involvement. PTO meets monthly and holds different family activities. Parent Teacher Conferences are held twice a year. We also have a book fair once a year for parents to come in with their child to purchase books.
	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?	Raising Readers Workshop, Success For All Parent Workshop	
	c. Do you have an active Site Council?	Yes	Meets Monthly
	d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	PTO
	e. What types of communication exists with families? Is it adequate?	SwiftReach for building wide, Remind for classroom, Social Media	Many of our families do not always have cell phone service, often times my teachers have to use Facebook Messenger to get ahold of parents due to the service issues.
	f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Twitter, Peachjar, S'More, Instagram, Vemeo	
<b>SECTION 8: School Data</b>			<b>Notes</b>
	a. Building Attendance Rate	95.00%	
	b. Building Chronic Absenteeism Rate	14.10%	
	c. District Chronic Absenteeism Rate	15.40%	
	d. District Graduation Rate	82.30%	
	e. District Dropout Rate	1.90%	
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>			<b>Notes</b>
	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	
<b>SECTION 9: Other Data</b>			<b>Notes</b>

a.	Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Parent engagement, generational poverty, student apathy, ESOL students under served, students in trauma, increasing student mental health needs, chronic absenteeism by some students	
	1. Can these be achieved with additional resources?	Additional resources could help with these issues, but not all.	ESOL-yes by adding staff. Adding more staff could help with our increasing mental health needs of our students, but our outside agencies would also need additional resources to get students out of the home quicker when trauma is occurring. Parent engagement is always an area of emphasis. During Covid, parent engagement declined. We are working to reengage our parents in the upcoming school year.
	2. Why or why not?	We can add resources to help students, but until you fix the root issues of student trauma and mental health needs the school can only be reactive to student needs. There needs to be prevention, early detection, and intervention with trauma.	
b.	Additional building unique items:		