

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

District:	250 Pittsburg	Bldg #	Grades Served:
School:	Lakeside Elementary School	1304	K-5

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

SECTION 1: Student Needs		Notes	
a.	Student Headcount	446	Based off Sept. 20, 2021 Count
b.	Percentage of students with an active IEP	15.02%	Based off Sept. 20, 2021 Count
c.	Percentage of students enrolled in English Language Learner (ELL) services	12.33%	Based off Sept. 15, 2021 Count
d.	Percentage of students identified as At-Risk (Free lunch)?	53.14%	Based off Sept. 15, 2021 Count
e.	Pupil-Teacher Ratio Average	20.5 to 1	Classroom teacher to student ratio
f.	Pupil-Teacher Ratio Median	19.5 to 1	Classroom teacher to student ratio
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	We see a gap in learning for our ESOL students. (Specifically our 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 math. 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. Students in grades Kind. - 5 that are behind academically are invited to attend. We will be adding after school tutoring programs for grades 4 and 5 for the 2022-2023 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.
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and S			Notes
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 all students to score on-track or low risk using the 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.
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ Data, Preschool Data, 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.	
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?	Kiwanis Club - K-Kids	Lakeside has an active K-Kids Club that support the Wesley House, area nursing homes, salvation army and other community programs.
SECTION 3: Curriculum Needs			Notes

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. Students in grades Kind. - 5 that are behind academically are invited to attend. We will be adding after school tutoring programs for grades 4 and 5 for the 2022-2023 school year. We provide a Summer Jumpstart program for incoming Kindergarten students identified at risk during screenings.	
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	We will need to continue to update technology and replace technology to support student learning.
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?		
	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. This is directly taught in ELA and is also a part of the district's 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 the HGSS standards during social studies lessons and other learning opportunities across the curriculum.
	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 the HGSS standards during social studies lessons and other learning opportunities across the curriculum.

	4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	All teachers support the instruction of our students' social emotional needs through Getting Along Together Curriculum taught weekly in the classroom. School counselors support the instruction of social-emotional learning through classroom lessons as well. School Counseling lessons are based on the state's school 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	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.	Yes	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?	43	This includes office staff, custodians, lunch staff, paras, etc.
c.	How many classified support staff are needed?	43	
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	
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 and Kagan structures into our lesson to increase student engagement and improve learning.	
SECTION 6: Facility Needs			Notes
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	
SECTION 7: Family Needs/Community Relations			Notes
	a. Do you have regular events to engage parents with teachers?	Yes	
	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?	We provide a Success for All workshop for parents.	
	c. Do you have an active Site Council?	Yes	We meet monthly during the school year, and we tie it with our PTO meetings. This council is comprised of teachers, parents, admin and occasionally community members.
	d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	We meet monthly during the school year, and we tie it with our PTO meetings. This council is comprised of teachers, parents, admin and occasionally community members.
	e. What types of communication exists with families? Is it adequate?	Swift Reach for building wide communication to families, Remind, Social Media, Montly Smore's for upcoming events sent to parents	
	f. What types of communication/social media exists with your community? Is it adequate?	Twitter, Facebook, PeachJar, Instagram, Vimeo,	
SECTION 8: School Data			Notes
	a. Building Attendance Rate	95.70%	KSDE Accountability Report
	b. Building Chronic Absenteeism Rate	7.40%	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	
SECTION 9: Other Data			Notes

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:		