

2022-2023 School Year Building Needs Assessment for 2023-2024

District: <u>250 Pittsburg</u>	Bldg #
School: <u>Meadowlark Elementary</u>	1307

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

SECTION 1: Student Needs	
a. Student Headcount	411
b. Percentage of students with an active IEP	16.30%
c. Percentage of students enrolled in English Language Learner (ELL) services	19.90%
d. Percentage of students identified as At-Risk (Free lunch)?	74.21%
e. Pupil-Teacher Ratio Average	20.1
f. Pupil-Teacher Ratio Median	21.5
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
i. Is there a tiered system of support to target reading growth?	Yes
j. Is there a tiered system of support to target math growth?	Yes

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k. Are there local assessments to measure reading growth?	Yes
l. Are there local assessments to measure math growth?	Yes
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Our data indicated a need for a new core Math resource for K-5. Math resources were reviewed, piloted, and selected during the 22-23 school year. We will continue implementation of our newly adopted Success for All Reading Program. This research-based 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

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)

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Please consider the following questions as you complete the needs assessment for your building.	
a. How is social/emotional growth being measured?	We were not able to give the Panorama SEL Assessment due to the time constraints of the required opt-in guidelines of the state
b. What are the targets/goals related to social/emotional growth?	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ Data, Preschool Data, Bracken Data
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 scored 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?	NA
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA
g. How are you ensuring students are civically engaged?	Community Service Projects

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

SECTION 3: Curriculum Needs

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 that are behind in grades K-5 academically are invited to attend. We added an After School Tutoring program for grades 4 and 5 for the 22-23 school year. Incoming Kindergarten students who are identified at risk are invited to attend Summer Jumpstart to provide learning opportunities prior to attending Kindergarten.
b. Are there appropriate and adequate instructional materials?	No
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes

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

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)

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)	NA
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.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
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
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

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

SECTION 5: Staff Needs

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?	34
c. How many classified support staff are needed?	42
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes
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?	Professional Development on Student Engagement strategies through the implementation of Kagan Structures. Professional Development on Marzano strategies for effective PLCs and the design areas of the New Art and Science of Teaching.

SECTION 6: Facility Needs

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

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?	Family Engagement Nights, Music Programs, Open House, Raising Readers Workshop, Parent/Teacher Conferences, and PTO sponsored events.

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c. Do you have an active Site Council?	Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes
e. What types of communication exists with families? Is it adequate?	Remind, Swiftreach, Facebook, Twitter, Peachjar, District webiste, Instagram, and Vimeo
f. What types of communication/social media exists with your community? Is it adequate?	Remind, Swiftreach, Facebook, Twitter, Peachjar, District webiste, Instagram, and Vimeo

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SECTION 8: School Data

a. Building Attendance Rate	91.9%
b. Building Chronic Absenteeism Rate	30.8%
c. District Chronic Absenteeism Rate	
d. District Graduation Rate	88.4%
e. District Dropout Rate	2.2%

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)

a. What is our building graduation rate	NA
b. What is our building dropout rate?	NA
c. What is our average comprehensive ACT score?	NA

SECTION 9: Other Data

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

<p>1. Can these be achieved with additional resources?</p>	<p>Additional resources could help with these issues, but not all.</p>
<p>2. Why or why not?</p>	<p>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.</p>
<p>b. Additional building unique items:</p>	

Grades Served:

K-5

Notes

Based on Sept. 2022 Count

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Classroom Teacher to Student Ratio

Classroom Teacher to Student Ratio

We see a gap in our identified ESOL learners, specifically for our Marshallese and Hispanic populations.

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

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

Grades Served:

K-5

FastBridge (K-5), ESGI (K), State Assessments (3-5)
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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 that are behind in grades K-5 academically are invited to attend. We added After School Tutoring programs for grades 4 and 5 for the 22-23 school year.

We modified our MTSS model in the 22-23 school year. The MTSS model is skill based and data is reviewed twice per month to provide individualized instruction.

Notes

Grades Served:

K-5

We were not able to give the Panorama SEL Assessment due to the time constraints of the required opt-in guidelines of the state.

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Ex. Kiwanis Club (Kkids), Wesley House, Salvation Army,

Grades Served:

K-5

Notes

Our data indicates a need for a new core math resource for grades K-5. Math resources were 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.

However, there will be ongoing upgrade and replacement needs to support learning.

Grades Served:

K-5

Notes

All teachers support the instruction of oral and written communication skills. This is directly taught in ELA and is also part of the district's Profile of a Graduate goals.

All teachers support the HGG standards during their social studies lessons and other learning opportunities across the curriculum.

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All teacher support the instruction of mental and physical wellness during weekly GAT (Getting Along Together) lessons. In addition monthly counseling lessons and outcomes support this area.

All students receive 90 minutes of Music and Art instruction during a 6 day rotation.

We focus on the Profile of a Graduate skills in all of our classes. This encourages good communication, problem solving, critical thinking, and being a good citizen.

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Grades Served:

K-5

Notes

District and Interlocal Paraeducators

There is a shortage of applicants to fill paraeducator positions.

Notes

Notes

Family Engagement Nights, Music Programs, Open House, Raising Readers Workshop, Parent/Teacher Conferences, and PTO sponsored events.

Grades Served:

K-5

The Meadowlark Site Council/PTO meets monthly. The Council is made up of teachers, parents, community members and building admin. Purpose includes but not limited to, the implementation and monitoring of the school improvement process (KESA), review assessment data, establish goals, discuss school safety concerns, allow patron representatives to bring forth issues. Committee also serves as the advisory council for Dragon Academy.

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Grades Served:

K-5

Notes

Chronic Absenteeism Rate Note: This information was pulled from my ksde Accountability Report. There is a significant discrepancy between the last 3 years and this year: **2019**-10.9%, **2020**-11.9%, **2021**-14.3%. I will follow up with Rachel Lenard to check on this information.

Notes

Notes

Grades Served:

K-5

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.

