



2024-25 Needs Assessment

Assessment for 2024-25 Budget Considerations

Building: Piper School District

District Identification Number: 203

Percentage of Students with IEP

17%

Percentage of Students Identified as Free & Reduced Lunch

24%

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

- Continue LETRS training for all elementary staff
- Partnership with TASN to build a robust District MTSS System of Supports in Reading, Writing and Behavior
- Provide Building and District Professional Development on the four questions of Professional Learning Communities
- Provide Professional Development on Disciplinary Literacy

Specifically Noted Needs (Facilities, Technology, etc.):

- Fully funded state and federal funding for special education
- More state funding for mental health supports
- More state funding for behavior supports

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments:

- Continue LETRS training for all elementary staff
- Partnership with TASN to build a robust District MTSS System of Supports in Reading, Writing and Behavior
- Provide Building and District Professional Development on the four questions of Professional Learning Communities

When available, data is from most recently published KSDE Accountability Reports/Report Card from 23-24 school year or 23-24 unofficial data if necessary.
https://datacentral.ksde.org/acct_rpt.aspx

District Chronic Absenteeism Rate

13%

District Graduation Rate

95%

District Dropout Rate

.0013%

District Attendance Rate

96%

Building Chronic Absenteeism Rate

N/A

Is every child in your school provided at least the following capacities?

Sufficient oral and written communication skills to enable students to function in complex rapidly changing civilizations.

YES

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.

YES

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.

YES

Sufficient self-knowledge and knowledge of his or her mental and physical wellness.

YES

Sufficient grounding in arts to enable each student to appreciate his or her cultural and historical heritage.

YES

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

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

Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

Increased levels of homeless students and families, increased number of students in foster care, increase numbers of students with trauma and mental health needs, challenges of lost-learning time during COVID, more staff with literacy training, more special education staff members to support students with learning disabilities.

Identify the budget actions that should be taken to address and remove those barriers.

Additional staff members hired to meet the individual learning needs and SEL needs of all students, increased funding for extended/summer learning opportunities, additional ESOL staffing, increased funding for prevention, identification, and intervention concerning trauma and mental health issues.

Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

Many of the factors that affect student success such as trauma, mental health, and student learning disabilities are out of the local board's control. As such, giving a time estimate on things that consistently change or are under the control of other agencies is not a realistic practice for a local school board.



2024-25 Needs Assessment

Assessment for 2024-25 Budget Considerations

**Building: Piper Prairie
Elementary**

District Identification Number: 203

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

- Continue MTSS groups (each team consisting of 4 teachers, 2 intervention teachers, 1 intervention aide, and special education staff)
- Continue Data Tracking to see kids who are moving
- Reflecting on PASI, PLL and able to make student movement decisions sooner
- Progress Monitoring
- Using the tools in FastBridge at any time, not just at the end (fluency)
- Continued education with LETRS among staff
- Increase the number of staff members are becoming ESOL endorsed
- Research based LETRS resources (HeartWords, Vocabulary)
- Reflex, Frax grouping
- Play Based Learning / Differentiated Instructional Time

Specifically Noted Needs (Facilities, Technology, etc.):

LETRS training is currently free through Greenbush. There will be a requirement for license renewal in 2027.

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments:

Target: 2nd Grade ReadingKAP results to score 94% Foundational Reading, 74% Literary Reading, and 79% Informational Reading

When available, data is from most recently published KSDE Accountability Reports/Report Card from 23-24 school year or 23-24 unofficial data if necessary.
https://datacentral.ksde.org/acct_rpt.aspx

**Percentage of
Students with
IEP**

14%

**Percentage of
Students
Identified as
Free &
Reduced
Lunch**

14%

**Building
Chronic
Absenteeism
Rate**

17%

Is every child in your school provided at least the following capacities?

Sufficient oral and written communication skills to enable students to function in complex rapidly changing civilizations.

YES

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.

YES

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.

YES

Sufficient self-knowledge and knowledge of his or her mental and physical wellness.

YES

Sufficient grounding in arts to enable each student to appreciate his or her cultural and historical heritage.

YES

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

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

Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

Confounding variables create barriers based on our diverse population of students. When answering the questions above regarding "sufficient" levels of skills or growth, Prairie's answers are based on what is considered sufficient based on the student's ability to produce functional communication skills and functional academic skills, as well.

Identify the budget actions that should be taken to address and remove those barriers.

School Funding Formula
Innovative School Design

Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

Confounding variables will apply.



Based on your needs assessment process, what 5 things would make your school a perfect school?

- 1.) More staff to reflect smaller class adult-student ratio to enable individual plans of study.
- 2.) Time provided to allow and support professional learning with implementation.
- 3.) Additional time to collaborate among teams, SEL, Cross Curricular, and with related providers.
- 4.) Implementation of a K-5 building structure or Pre-K and Kindergarten building and 1 - 5 building.
- 5.) Eliminate existing constraints to allow for more hands-on and community partnership.



2024-25 Needs Assessment

Assessment for 2024-25 Budget Considerations

**Building: Piper Creek
Elementary**

District Identification Number: 203

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

- PCE will increase communication with families regarding test dates and proper preparation. (to include attendance, rest, etc.)
- PCE will utilize MTSS time to give identified students (from Fastbridge) additional skill instruction and support
- PCE grade level PLCs will monitor common assessment and progress monitoring data regularly to check for and address skill insufficiencies

Specifically Noted Needs (Facilities, Technology, etc.):

- Time for the work
- PD support and funding

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments:

- Reduce the percentage of students scoring in Level 1 on KAP ELA state assessments by 15 percentage points.
- Increase the percentage of students scoring Levels 3 and 4 on KAP ELA state assessments by 10 percentage points.

When available, data is from most recently published KSDE Accountability Reports/Report Card from 23-24 school year or 23-24 unofficial data if necessary.
https://datacentral.ksde.org/acct_rpt.aspx

**Percentage of
Students with
IEP**

17%

**Percentage of
Students
Identified as
Free &
Reduced
Lunch**

27%

**Building
Chronic
Absenteeism
Rate**

10%

Is every child in your school provided at least the following capacities?

Sufficient oral and written communication skills to enable students to function in complex rapidly changing civilizations.

YES

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.

YES

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.

YES

Sufficient self-knowledge and knowledge of his or her mental and physical wellness.

YES

Sufficient grounding in arts to enable each student to appreciate his or her cultural and historical heritage.

YES

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

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

Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

- Stronger Tier one instruction
- Completion of Reading and Math GVC for every grade level
- Decrease the current number of students needing intervention (Tier 2-3)
- Tier 3 resource training and implementation
- Attendance for chronic absenteeism

Identify the budget actions that should be taken to address and remove those barriers.

- PD around SOLID Tier 1 instruction
- Time for GVC teams to complete GVC work
- Continued PD around MTSS systems and efficiencies
- PD for special education staff on Tier 3 resource

Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

- 3 years



Based on your needs assessment process, what 5 things would make your school a perfect school?

- 1.) Adoption of math curriculum and time to learn, implement and assess with efficacy
- 2.) Completed GVC and training on implementation at all grade levels
- 3.) Strengthening of Tier 1 instruction which should lessen number of students needing intervention
- 4.) Creation of an efficient grouping system assigning interventions and evaluating progress monitoring data to maximize MTSS time for both reading and math.
- 5.) Stronger accountability measures for our families that promote regular attendance for all students and staff



2024-25 Needs Assessment

Assessment for 2024-25 Budget Considerations

Building: Piper High School

District Identification Number: 203

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

- What can everyone do to support our students in tested areas?
- All students should read, write, and think in every class and all areas
 - Math: Make a claim and justify with evidence
- Disciplinary Literacy and Disciplinary Mathematics

Specifically Noted Needs (Facilities, Technology, etc.):

Utilize dedicated time (late start Fridays, professional development days, and common plan time)

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments:

- PLC work will need to be aligned to building goals
- Walkthrough tool and teacher goals, and professional development aligned with building goals
- Common plan time utilized to look at data, discuss building goals

When available, data is from most recently published KSDE Accountability Reports/Report Card from 23-24 school year or 23-24 unofficial data if necessary.
https://datacentral.ksde.org/acct_rpt.aspx

District Graduation Rate

95%

Percentage of Students with IEP

17%

Percentage of Students Identified as Free & Reduced Lunch

20%

Building Chronic Absenteeism Rate

12%

Is every child in your school provided at least the following capacities?

Sufficient oral and written communication skills to enable students to function in complex rapidly changing civilizations.

YES

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.

YES

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.

YES

Sufficient self-knowledge and knowledge of his or her mental and physical wellness.

YES

Sufficient grounding in arts to enable each student to appreciate his or her cultural and historical heritage.

YES

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

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

Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

- Student access to effective Tier I instruction
- Lack of learning progressions (in progress) and complete GVCs'
- Attendance/ seat time

Identify the budget actions that should be taken to address and remove those barriers.

- Training resources

Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

- Approximately two years



Based on your needs assessment process, what 5 things would make your school a perfect school?

1.) A guaranteed and viable curriculum

2.) A guaranteed and viable curriculum

3.) Every student feels safe and secure and has a connection with a trusted adult in the building

4.) 100% graduation rate and MVA attainment

5.) Students leave PHS feeling future ready for post-secondary endeavours



2024-25 Needs Assessment

Assessment for 2024-25 Budget Considerations

Building: Piper Middle School

District Identification Number: 203

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

We will continue to improve assessment strategies through our Tackle the Test initiative that we started during the 2023-2024 academic year.

We have identified priority standards in 2023-2024 for 95% of content areas and will complete common formative assessments, pacing guides, and data reviews for 50% of priority standards during the 2024-2025 academic year.

We will be expanding enrichment and remediation efforts during our WIN time during the 2024-2025 academic year.

When available, data is from most recently published KSDE Accountability Reports/Report Card from 23-24 school year or 23-24 unofficial data if necessary.
https://datacentral.ksde.org/acct_rpt.aspx

Specifically Noted Needs (Facilities, Technology, etc.):

As we move into the high school we will likely uncover technology and facility needs and plan to communicate those over the course of the year.

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments:

Yes, we have outlined our targeted movement in ELA and Mathematics from Level 1 to Level 2 and additionally from Level 2 to Levels 3 and 4. We are also working to maintain or improve our median score for the upcoming year to ensure students at all levels are being appropriately challenged.

Percentage of Students with IEP

18%

Percentage of Students Identified as Free & Reduced Lunch

27%

Building Chronic Absenteeism Rate

16%

Is every child in your school provided at least the following capacities?

Sufficient oral and written communication skills to enable students to function in complex rapidly changing civilizations.

YES

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.

YES

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.

YES

Sufficient self-knowledge and knowledge of his or her mental and physical wellness.

YES

Sufficient grounding in arts to enable each student to appreciate his or her cultural and historical heritage.

YES

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

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

Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are not adopted curriculum resources for mathematics and English Language Arts at this time. There are not identified and support remediation and extension resources in those areas at this time as well. We do not have Tier 1 instructional expectations that are consistent throughout the district. The state is currently undergoing the process of changing the state assessments so, as we have seen in the past, we anticipate there being a "new normal" established with regard to the new assessments so we may see stagnation while those processes work themselves out. The Wyandotte County Special Education Cooperative seems to focus their efforts on a student population that may not match the demographics of the Piper School District and so our students who are receiving services may not be the primary beneficiaries from policy changes made within the cooperative.

Identify the budget actions that should be taken to address and remove those barriers.

The adoption and support of identified curriculum resources and appropriate initial and ongoing training on curriculum resource implementation should be a budget priority. We will pilot a resource for mathematics in 2024-2025 and begin the process for English Language Arts. Ensuring high quality resources for our students and staff and that those resources are used with fidelity will ensure more consistency amongst teachers as we continue to grow as a district.

Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We believe we will continue to make growth over the course of the next three years. With students who are identified as receiving special education services they may have individualized plans that modify their expectations and they may not achieve grade level proficiency on the state assessment. We would like to see, at the conclusion of the 2027-2028 school year that all students who are identified as able to perform at or above grade level proficiency are demonstrating that on the state assessment.



Based on your needs assessment process, what 5 things would make your school a perfect school?

1.) A fully adopted and implemented English Language Arts curriculum resource with options for intervention and extension at each grade level..

2.) A fully adopted and implemented Mathematics curriculum resource with options for intervention and extension at each grade level.

3.) Student engagement opportunities that celebrate their culture, history, and positionality in the world to ensure students have a high self worth.

4.) State of the art facilities.

5.) Highly trained, genuinely supported, and well regulated staff members at all levels who mutually beneficial relationships with all stakeholders.