



## District Needs Assessment 2024-2025

Presented to the USD 232 Board of Education for review and input, August 5, 2024,  
and approval at the regularly scheduled Board of Education meeting  
September 9, 2024.

Dr. Cory Gibson  
Superintendent  
USD 232 – De Soto

# Table of Contents

232 District Information

Needs Assessment Essential Questions State

Assessment Scores

Building Needs Assessments

## Elementary

Belmont Elementary | Clear Creek Elementary | Horizon Elementary

Mize Elementary | Prairie Ridge Elementary | Riverview Elementary

Starside Elementary

## Middle School

Lexington Trails Middle School | Mill Creek Middle School

Monticello Trails Middle School

## High School

De Soto High School | Mill Valley High School

KSDE Needs Assessment School  
Report 2024-2025  
DISTRICT



Superintendent: Dr. Cory Gibson

Students

Total FTE Enrollment 23-24 (PK-12)	7,214.6	Average Daily Attendance 23-24	94.6%
Projected FTE Enrollment 24-25 (PK-12)	7,304	Chronic Absenteeism 23-24	8.7%
Students with IEP's 23-24	1095	Graduation Rate 2024	97.7%
Students on Free/Reduced Lunch 23-24	12.7%	Dropout Rate 23-24	2.3%
English Language Learners 23-24	248	Five-Year Effectiveness Average 22-23	73.8%

Staff

\*Projected↓

PK-12 Teachers 23-24	435.1	*PK-12 Teachers 24-25	436.1
PK-12 Student-Teacher Ratio 23-24	16.6	*PK-12 Student-Teacher Ratio 24-25	16.8
Classified Staff 23-24	419	*Classified Staff 24-25	408
PK-12 Student-Staff Ratio 23-24	8.44	*PK-12 Student-Staff Ratio 24-25	8.65

Class Size Information

Grade	23-24 Students	23-24 Sections	23-24 Class Size	*24-25 Students	*24-25 Sections	*24-25 Class Size
Kindergarten	429	24	17.67	436	24	18.3
1 <sup>st</sup> Grade	473	25	18.92	461	24	19.3
2 <sup>nd</sup> Grade	514	27	19.11	498	24	20.88
3 <sup>rd</sup> Grade	521	26	20.00	532	26	20.5
4 <sup>th</sup> Grade	544	26	20.85	540	25	21.7
5 <sup>th</sup> Grade	543	26	20.92	568	25	22.79
6 <sup>th</sup> Grade	609	24	25.6	589	25	23.8
7 <sup>th</sup> Grade	550	24	23.7	622	24	26.1
8 <sup>th</sup> Grade	575	24	23.9	566	23	25.1
Totals	4758	25	21.2	4812	24.5	22.05

\*Projected

State Assessment Data Analysis

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
District	83.6%	83.8%	84.0	49.5%	48.7%	50.7%
State	66.0%	67.1%	67.2%	32.1%	33.2%	33.6%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
District	84.8%	85.5%	85.0%	48.4%	50.1%	50.7%
State	65.8%	66.8%	66.7%	29.4%	31.3%	31.6%

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
District	78.2%	75.2%	76.4%	49.1%	46.1%	47%
State	60%	59.7%	60.3%	31.2%	31.1%	32.3%

## KSDE Needs Assessment Essential Questions

Based upon schools' Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:
  - Tier 1 Instruction to meet the needs of all learners
  - Social Emotional Character Development needs of students
  - Chronically absent students
  - Low levels of student engagement
  
2. Budget actions that should be taken to address and remove those barriers:
  - Professional Development to address the barriers
  - Resources for learning
  - All positions fully filled, increased salary, and number of staff members
  - Tutoring programs for students
  
3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:
  - There are many factors that make this a difficult question to answer, but if all conditions could be addressed it is estimated that it would require approximately 10 years

USD 232 Essential Questions

Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

- Work of the Professional Learning Community
- Common Formative Assessments
- High Quality Instruction
- Strategies and Structures to Address Behavior Concerns
- Engagement strategies for learning

Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

Stakeholder Groups	
District Leadership Team	X
Staff Advisory Team	X
Student Advisory Team	X
District Site Council	X
Administrative Cabinet	X
Needs Assessment Task Force	X

School Name: Belmont Elementary

Principal Name: Pam Hargrove

Students

Total Enrollment 23-24	363	Average Daily Attendance 23-24	95%
Projected Enrollment 24-25	361	Chronic Absenteeism 23-24	9%
Students with IEP's 23-24	72	English Language Learners 23-24	0
Students on Free & Reduced Lunch 23-24	64		

Staff

Certified Staff 23-24	37	*Certified Staff 24-25	36
Student-Teacher Ratio 23-24	10:1	*Student-Teacher Ratio 24-25	10:1
Classified Staff 23-24	35	*Classified Staff 24-25	35
Student-Staff Ratio 23-24	5:1	*Student-Staff Ratio 24-25	5:1

\*Projected

Class Size Information

Grade	23-24 Students	23-24 Sections	23-24 Class Size	*24-25 Students	*24-25 Sections	*24-25 Class Size
Kindergarten	47	3	15.6	50	3	16.7
1 <sup>st</sup> Grade	77	4	19.3	53	3	17.7
2 <sup>nd</sup> Grade	54	3	18.0	77	4	19.3
3 <sup>rd</sup> Grade	71	4	17.8	54	3	18.0
4 <sup>th</sup> Grade	56	3	18.7	71	3	23.7
5 <sup>th</sup> Grade	58	3	19.3	56	3	18.7
Totals	363	20	18.2	361	19	19

\*Projected

Kansas State Assessment Data Analysis

Third Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	75%	77%	75%	42%	52%	40%
District	83%	85%	84%	56%	60%	59%
State	68%	69%	70%	38%	39%	40%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	95%	92%	80%	65%	73%	64%
District	91%	90%	90%	67%	72%	72%
State	77%	77%	78%	50%	51%	51%

Fourth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	98.5%	97%	100%	69.7%	70%	62%
District	94%	94%	92%	64%	61%	64%
State	81%	82%	82%	43%	44%	45%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	97%	98%	91%	80%	69%	70%
District	93%	94%	91%	58%	56%	57%
State	80%	82%	81%	35%	39%	38%

Fifth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	87%	88%	88%	40%	54%	61%
District	82%	86%	83%	55%	58%	55%
State	69%	69%	69%	40%	41%	40%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	82%	81%	95%	38%	51%	58%
District	80%	83%	84%	42%	48%	50%
State	66%	67%	66%	31%	33%	33%

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	94%	89%	90%	59%	58%	75%
District	90%	89%	88%	65%	66%	65%
State	73%	73%	75%	45%	44%	46%

## KSDE Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

### 1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:

- Student Readiness to Learn: Students cannot learn if they are not actively engaged in a positively structured learning environment, led by a highly competent teacher, on a consistent daily basis, for an extended amount of time. A child's ability and motivation to be an active learner is a challenge in the classroom. Parents who do not hold themselves or their children accountable for prioritizing education provide a frustrating barrier to doing better.
- Full Staffing to meet Student Needs: The consistency of paraprofessionals is paramount to consistent growth and learning for our students with special needs. The success of our highest needs students in the classroom is dependent upon the relationship they each have with their trusted adults. Not having consistency affects the confidence, comfort and trust level of the child, which in turn affects their behaviors, which in turn affect the flow of the classroom. When even one student is dysregulated in a classroom, the learning of the others is affected. We can do better for all our students by doing better for our special education population.
- Strength in Tier I Instruction: Students across our building and district have different learning experiences based on their classroom teacher and environment. Providing the strongest curricular support materials possible to be used in equitably sized classrooms by exceptionally trained teachers is stronger than any services we can provide through Tier II or III interventions.
- Accessibility to KAP for Students with Identified Exceptionalities who do not qualify for the DLM: One assessment, without significant and/or meaningful accommodations does not meet the needs of all students in regard to allowing them to show what they know regarding grade level standards.

### 2. Budget actions that should be taken to address and remove those barriers:

- We appreciate all district efforts to provide small class sizes, not because the research is particularly strong in the area of class sizes, but because as a district, we understand that each chair represents a unique and needy learner and/or family, and that one teacher is stronger when that teacher has the mental and physical capacity to discover, research, plan for and meet a reasonably limited number of needs each year.
- We also appreciate district efforts to provide interventional specialists in each building, including but not limited to: Social Worker, Counselor, Registered Nurses, Special Education Teams, Reading and Math Specialists.
- We appreciate the district's response to increased wages for all staff, including recognizing the extended need to support special education teachers in center-based positions. We implore the state and district to better recognize the paraprofessionals without whom we cannot fully meet student needs. Paras should earn closer to \$20.00 per hour.
- At the building, we continue to work toward spending our dollars on quality items that will support active learning in our classrooms, continued professional development for our staff members, and tools to meet individual student needs through intentional productive struggle in order to affect all students' success.

### 3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:

- If budget actions were fully implemented and barriers fully addressed, the timeline could require 2-3 years to realize significant change.



## USD 232 School-Specific Essential Questions

### 1. Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

- Professional Learning Communities
- Standards- rigor, depth of knowledge, connection to Essential Elements
- Common Formative Assessments
- New Tier I Instructional Materials- district adoption ELA
- Continued work in highly effective instructional practices
- Communication and Behavior
- Extension of Learning Opportunities
- Autism in Children
- Anxiety in Children
- Executive Functioning Skill Development in Children
- Paraprofessionals in the Classroom Teacher Training
- Continued work in Writing Processes
- Continued work in CPA Mathematical Processes
- Continued work in PA & Phonics
- Vocabulary Development for Comprehension in Reading
- Determining Grade Level Proficiency in Reading
- PBL
- Makerspace Connections
- Personal Accountability through Wellness

### 2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	X
Staff Awareness	X
Site Council	X
Administrative Team	X

School Name: Clear Creek Elementary

Principal Name: Kelley Begley McCall

Students

Total Enrollment 23-24	504	Average Daily Attendance 23-24	95.7%
Projected Enrollment 24-25	483	Chronic Absenteeism 23-24	7%
Students with IEP's 23-24	63	English Language Learners 23-24	0
Students on Free & Reduced Lunch 23-24	48		

Staff

Certified Staff 23-24	41	*Certified Staff 24-25	41
Student-Teacher Ratio 23-24	12:1	*Student-Teacher Ratio 24-25	11:1
Classified Staff 23-24	25	*Classified Staff 24-25	24
Student-Staff Ratio 23-24	8:1	*Student-Staff Ratio 24-25	7:1

\*Projected

Class Size Information

Grade	23-24 Students	23-24 Sections	23-24 Class Size	*24-25 Students	*24-25 Sections	*24-25 Class Size
Kindergarten	67	4	16.8	52	4	13
1 <sup>st</sup> Grade	65	3	21.7	62	4	15.5
2 <sup>nd</sup> Grade	98	5	19.6	63	3	21
3 <sup>rd</sup> Grade	80	4	20	96	5	19.2
4 <sup>th</sup> Grade	96	4	24	76	4	19
5 <sup>th</sup> Grade	98	4	24.5	94	4	23.5
Totals	504	24	21	443	24	18.5

\*Projected

Kansas State Assessment Data Analysis

Third Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	92.45%	93.7%	91.03%	76.33%	71.6%	74.36%
District	83%	86%	84%	56%	60%	59%
State	68%	67.8%	70%	38%	38.1%	40%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	95.68%	93.7%	93.59%	74.8%	72.6%	74.36%
District	91%	90%	90%	67%	72%	72%
State	77%	76.5%	78%	50%	50.4%	51%

Fourth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	95.73%	98%	95.79%	63.82%	72.44%	75.79%
District	94%	93%	92%	64%	61%	64%
State	81%	81%	82%	43%	42.8%	45%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	94.67%	98%	96.84%	58.5%	67.3%	58.95%
District	93%	94%	91%	58%	56%	57%
State	80%	80.9%	81%	35%	37.6%	38%

Fifth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	79.37%	87.5%	91.68%	62.88%	57.3%	68.76%
District	82%	85%	83%	55%	58%	55%
State	69%	67.7%	69%	40%	39.5%	40%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	74.22%	78.1%	85.42%	39.17%	45.8%	50%
District	80%	83%	84%	42%	48%	50%
State	66%	65.6%	66%	31%	31.3%	33%

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	85.55%	88.5%	94.8%	63.91%	65.6%	79.17%
District	90%	90%	88%	65%	66%	65%
State	73%	71.6%	75%	45%	42.1%	46%

## KSDE Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

### 1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:

Our students' biggest barrier is their ability to understand skills and concepts deeply enough to apply them to the more complex questions found on the Kansas State Assessment.

In order to accomplish this, we would need to help students with the following:

- Students need help understanding and engaging with different levels of Depth Of Knowledge, from basic recall to strategic thinking and extended thinking
- Students benefit from engaging in projects that require them to apply their knowledge in complex, real-world contexts.
- Students need structured support that gradually shifts responsibility from the teacher to the student, building their confidence and competence in handling multi-step problems.
- Students need help breaking down complex problems into manageable steps and progressively reducing support as they become more proficient.
- Students need to practice with assessments that include multi-step questions and tasks requiring higher-order thinking.
- Students benefit from targeted feedback based on formative assessment data to inform their learning and address areas of improvement.

### 2. Budget actions that should be taken to address and remove those barriers:

- Scaffolding Techniques
  - Gradual Release of Responsibility:
    - Train teachers in the gradual release model (I do, We do, You do), which helps students build confidence and competence in handling multi-step problems.
  - Scaffolding Multi-Step Problems:
    - Offer strategies for breaking down complex problems into manageable steps and gradually reducing support as students become more proficient.
- Formative Assessment Practices
  - Creating Effective Formative Assessments:
    - Train teachers on designing formative assessments that include multi-step questions and tasks requiring higher-order thinking.
  - Using Formative Assessment Data:
    - Provide PD on interpreting formative assessment data to inform instruction and provide targeted feedback to students.
- Feedback and Reflection
  - Effective Feedback Techniques:
    - Train teachers on providing timely, specific, and constructive feedback that helps students understand their mistakes and learn from them.
  - Student Self-Assessment:
    - Encourage practices that involve students in self-assessment and reflection, helping them become more aware of their learning processes and areas for improvement.

2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	x
Staff Awareness	x
Site Council	
Administrative Team	x
Other: New Principal	x

**KSDE Needs Assessment School Report  
2024-2025  
Elementary**



School Name: Horizon Elementary

Principal Name: Steve Crutchfield

**Students**

Total Enrollment 23-24	346	Average Daily Attendance 23-24	94.8
Projected Enrollment 24-25	329	Chronic Absenteeism 23-24	9.28
Students with IEP's 23-24	54	English Language Learners 23-24	0
Students on Free & Reduced Lunch 23-24	59		

**Staff**

Certified Staff 23-24	34	*Certified Staff 24-25	23
Student-Teacher Ratio 23-24	10:1	*Student-Teacher Ratio 24-25	18:1
Classified Staff 23-24	24	*Classified Staff 24-25	19
Student-Staff Ratio 23-24	6:1	*Student-Staff Ratio 24-25	8:1

\*Projected

**Class Size Information**

Grade	23-24 Students	23-24 Sections	23-24 Class Size	*24-25 Students	*24-25 Sections	*24-25 Class Size
Kindergarten	47	3	15.6	50	3	16.7
1 <sup>st</sup> Grade	51	3	17	47	3	15.7
2 <sup>nd</sup> Grade	59	3	19.7	51	3	17
3 <sup>rd</sup> Grade	59	3	19.7	59	3	19.7
4 <sup>th</sup> Grade	73	4	18.3	59	3	19.7
5 <sup>th</sup> Grade	57	3	19	73	3	24.3
Totals	346	19	18.2	329	18	18.3

\*Projected

**Kansas State Assessment Data Analysis**

**Third Grade**

**Reading-**

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	88.51%	87.73%	92.07%	75.40%	63.25%	65.78%
District	88.41%	82.99%	86.13%	61.21%	56.24%	60.33%
State	69.21%	66.55%	67.87%	39.31%	36.70%	38.08%

**Math-**

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	96.65%	89.78%	93.49%	79.99%	71.42%	75.31%
District	92.98%	91.04%	90.02%	70.66%	67.50%	71.42%
State	77.11%	75.83%	76.52%	46.15%	48.11%	50.40%

KSDE Needs Assessment School Report 2024-2025  
Elementary



Fourth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	96.28%	95.58%	94.53%	72.21%	76.47%	61.81%
District	94.79%	93.87%	92.83%	69.64%	64.15%	60.63%
State	82.41%	80.47%	81.04%	46.99%	41.92%	42.82%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	94.43%	94.11%	92.71%	62.95%	69.11%	56.35%
District	94.20%	93.01%	94.03%	55.98%	57.41%	56.23%
State	77.27%	79.38%	80.93%	32.26%	34.73%	37.62%

Fifth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	88.44%	91.06%	84.40%	64.09%	60.71%	55.83%
District	91.83%	81.44%	85.22%	64.26%	55.42%	57.37%
State	73.63%	68.07%	67.71%	42.98%	39.23%	39.55%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	86.82%	92.85%	85.70%	48.67%	53.57%	57.13%
District	85.37%	80.32%	82.43%	44.44%	41.75%	47.82%
State	65.13%	64.58%	65.55%	28.00%	29.89%	31.31%

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	93.32%	94.62%	96.09%	74.66%	73.12%	77.91%
District	89.61%	90.12%	89.29%	68.68%	64.43%	66.05%
State	70.83%	72.20%	71.60%	42.66%	42.71%	42.12%

**KSDE Needs Assessment Essential Questions**

Based upon the school’s Needs Assessment and State Assessment results, please identify the following:

- Barriers that must be overcome for each student to achieve grade level proficiency on assessments:
  - Larger class sizes at the intermediate grade levels.
  - High level of students experiencing adverse childhood experiences and resulting behavioral challenges.
  - Limited time for collaboration between special education and general education staff.
  - Time within the daily schedule to meet increasing instructional demands.
  - Adequate time to plan for differentiated instruction.
  - Limited number of SCT (Student Collaborative Team) meetings as outlined in the Professional Negotiated Agreement.
  
- Budget actions that should be taken to address and remove those barriers:
  - Continue to utilize a portion of the building budget to procure additional substitutes for staff to collaborate on a regular basis.
  - Purchase social thinking (Super Flex) curriculum to strengthen Tier 1 social and emotional support in each classroom.
  - Allocate a portion of building funds to provide real world learning applications for students in grades 3-5.
  - Closely monitor paper use and control paper costs.
  
- Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:
  - Approximately one school year

**USD 232 School-Specific Essential Questions**

1. Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

- Professional Learning Communities
- Quality Instruction
- Common Formative Assessments
- Explicit writing instruction
- Social Thinking Curriculum (SuperFlex)
- Effective unit planning around identified priority standards
- Grade level math vocabulary
- Real world application of math concepts

2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	X
Staff Awareness	<input type="checkbox"/>
Site Council	X
Administrative Team	X
Other _____	<input type="checkbox"/>



School Name: Mize Elementary

Principal Name: Gerri Balthazor

Students

Total Enrollment 23-24	452	Average Daily Attendance 23-24	91.5
Projected Enrollment 24-25	452	Chronic Absenteeism 23-24	8.49
Students with IEP's 23-24	75	English Language Learners 23-24	0
Students on Free & Reduced Lunch 23-24	48		

Staff

Certified Staff 23-24	44	*Certified Staff 24-25	45
Student-Teacher Ratio 23-24	10:1	*Student-Teacher Ratio 24-25	10:1
Classified Staff 23-24	33	*Classified Staff 24-25	26
Student-Staff Ratio 23-24	6:1	*Student-Staff Ratio 24-25	6:1

\*Projected

Class Size Information

Grade	23-24 Students	23-24 Sections	23-24 Class Size	*24-25 Students	*24-25 Sections	*24-25 Class Size
Kindergarten	66	4	16.5	61	4	16
1 <sup>st</sup> Grade	67	4	16.7	72	4	18
2 <sup>nd</sup> Grade	72	4	18	69	4	17
3 <sup>rd</sup> Grade	83	4	20.8	77	4	19
4 <sup>th</sup> Grade	82	4	20.5	88	4	22
5 <sup>th</sup> Grade	82	4	20.5	85	4	21
Totals	452	24	18.8	452	24	18.8

\*Projected

Kansas State Assessment Data Analysis

Third Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	92%	77%	94%	64%	48%	73%
District	83%	85%	84%	56%	60%	59%
State	68%	69%	70%	38%	39%	40%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	96%	82%	98%	88%	68%	87%
District	90%	90%	90%	67%	72%	72%
State	78%	78%	77%	50%	51%	51%

Fourth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	94%	93%	84%	62%	68%	57%
District	94%	93%	92%	64%	61%	64%
State	81%	82%	83%	43%	44%	45%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	95%	98%	86%	61%	70%	57%
District	93%	94%	90%	58%	56%	57%
State	80%	82%	81%	35%	39%	38%

Fifth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	91%	93%	87%	75%	70%	65%
District	81%	86%	83%	55%	58%	55%
State	69%	69%	69%	40%	41%	40%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	94%	91%	90%	68%	55%	71%
District	80%	83%	84%	42%	48%	50%
State	66%	67%	66%	31%	33%	33%

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	98%	98	97%	85%	88%	79%
District	91%	89%	88%	65%	66%	65%
State	74%	73%	75%	45%	44%	46%

KSDE Needs Assessment Essential Questions

Based upon the school’s Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:
  - Building:
    - Ensuring growth of our students through the Science of Reading
    - Ensuring both the social and emotional needs of students
    - Lack of classified support services and special education funding
  
2. Budget actions that should be taken to address and remove those barriers:
  - Building Budget:
    - Our building has purchased and implemented programs to support students and teachers with the Science of Reading initiative. This has become an area of focus as we strive to increase reading proficiency.
    - This is an area that has become increasingly more difficult with state budget cuts to special education.
  
3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:
  - Building Response: We anticipate at least three years to measure growth and progress of students. This will also allow the opportunity to assess the impacts of new programs and relevant instructional opportunities for students. These programs will provide support needed to increase learning and assessment scores. Although this is what is anticipated, we know that our reality may look different given yearly budget constraints and other societal impacts.

USD 232 School-Specific Essential Questions

Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

- Differentiation
- Behavior and Trauma Informed Care
- Student Goal Setting (Focus area as a building)
- Writing

School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	X
Staff Awareness	X
Site Council	X
Administrative Team	X
Other _____	<input type="checkbox"/>

**KSDE Needs Assessment School Report  
2024-2025  
Elementary**



School Name: Prairie Ridge Elementary

Principal Name: Kristel Fulcher

**Students**

Total Enrollment 23-24	454	Average Daily Attendance 23-24	95%
Projected Enrollment 24-25	436	Chronic Absenteeism 23-24	1%
Students with IEP's 23-24	70	English Language Learners 23-24	0
Students on Free & Reduced Lunch 23-24	34		

**Staff**

Certified Staff 23-24	35	*Certified Staff 24-25	37
Student-Teacher Ratio 23-24	13:1	*Student-Teacher Ratio 24-25	12:1
Classified Staff 23-24	20	*Classified Staff 24-25	25
Student-Staff Ratio 23-24	8:1	*Student-Staff Ratio 24-25	7:1

\*Projected

**Class Size Information**

Grade	23-24 Students	23-24 Sections	23-24 Class Size	*24-25 Students	*24-25 Sections	*24-25 Class Size
Kindergarten	77	4	19.3	63	4	15.75
1 <sup>st</sup> Grade	74	4	18.5	75	4	18.5
2 <sup>nd</sup> Grade	72	3	24	76	4	19
3 <sup>rd</sup> Grade	66	3	22	72	3	24
4 <sup>th</sup> Grade	83	4	20.8	68	3	22.66
5 <sup>th</sup> Grade	82	4	20.5	82	4	20.5
Totals	454	22	20.6	436	22	20.06

\*Projected

**Kansas State Assessment Data Analysis**

**Third Grade**

**Reading-**

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	82.91%	96.00%	91%	57.31%	80.00%	65%
District	82.99%	86.00%	84%	56.24%	60.00%	59%
State	66.53%	69.00%	70%	36.69%	39.00%	40%

**Math-**

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	90.23%	96.00%	98%	70.72%	85.00%	81%
District	91.04%	90.00%	90%	67.50%	72.00%	72%
State	75.82%	78.00%	78%	48.10%	51.00%	51%

#### Fourth Grade

##### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	95.13%	94.00%	95%	70.86%	59.00%	77%
District	93.87%	93.00%	92%	64.15%	61.00%	64%
State	80.46%	80.00%	82%	41.91%	44.00%	45%

##### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	94.15%	98.00%	99%	61.15%	85.00%	71%
District	93.01%	94.0%	91%	57.41%	56.0%	57%
State	79.37%	82.00%	81%	34.72%	39.00%	38%

#### Fifth Grade

##### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	84.87%	87.00%	88%	56.97%	66.00%	63%
District	81.44%	85.0%	83%	55.42%	58.0%	55%
State	68.06%	69.00%	69%	39.22	41.00%	40%

##### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	87.19%	90.00%	87%	46.50%	55.00%	54%
District	80.17%	83.00%	84%	41.67%	48.0%	50%
State	64.57%	67.00%	66%	29.88%	33.0%	33%

##### Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	90%	92.4%	90%	71%	71.42%	66%
District	91%	89.3%	88%	65%	66.1%	65%
State	74%	71.6%	75%	45%	42.1%	46%

## KSDE Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:
  - Building:
    - o Building Strong relationships--Supporting a SEL curriculum, a social worker and a counselor are able to focus on building strong relationships with students, teachers, and parents.
    - o The need for curriculum alignment focusing on the written, taught, and assessed curriculum. Focused building goals and professional development will support this need as well as building and utilizing the data from common assessments.
    - o Ensuring the growth of students through the Science of Reading.
    - o Retaining and attracting highly qualified teachers and classified staff.
    - o We need to work closely with parents to address the number of students that are chronically absent.
2. Budget actions that should be taken to address and remove those barriers:
  - Building Budget:
    - o Purchasing Sadlier From Phonics to Reading materials and decodable books for our K-3 students and Morpheme Magic for grades 4-5.
    - o District purchase of new ELA materials through the adoption process-ensuring the materials align with the Science of Reading.
      - o Sending staff to the PLC Institute
    - o Increased salary to recruit and retain highly qualified certified and classified staff
3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:
  - o While our board of education, administration, teachers, and classified staff work tirelessly to meet the academic and social emotional needs of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those include: the ever-changing population of students bringing a varying degree of cognitive abilities and disabilities which preclude us from being able to guarantee a date when all students will meet a singular level of proficiency, as well as the lack of funding of special education.

## USD 232 School-Specific Essential Questions

1. Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

Staff would like to continue to learn about:

- The Science of Reading and applying what has been learned the past several years during LETRS professional development
- Professional development in dealing with student behavior. The amount of time dealing with student behavior impacts instructional time.
- The amount of spiraling in math and how it looks at each grade level
- Writing, specifically beginning at the sentence level and working to develop complex sentences that make cohesive paragraphs
- Professional Learning Communities
- Data and would like to continue to learn more about different types of assessments and the data that they provide
- Ways to fully engage students in their learning with research-based best instructional practices

- Social/emotional needs and how to assist students with mental health concerns

2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	X
Staff Awareness	X
Site Council (data came after our last meeting)	<input type="checkbox"/>
Administrative Team	X
Other _____	<input type="checkbox"/>

School Name: Riverview Elementary

Principal Name: Megan Turpin

Students

Total Enrollment 23-24	473	Average Daily Attendance 23-24	94%
Projected Enrollment 24-25	437	Chronic Absenteeism 23-24	6%
Students with IEP's 23-24	64	English Language Learners 23-24	40
Students on Free & Reduced Lunch 23-24	54		

Staff

Certified Staff 23-24	39	*Certified Staff 24-25	38
Student-Teacher Ratio 23-24	12:1	*Student-Teacher Ratio 24-25	12:1
Classified Staff 23-24	25	*Classified Staff 24-25	25
Student-Staff Ratio 23-24	7:1	*Student-Staff Ratio 24-25	7:1

\*Projected

Class Size Information

Grade	23-24 Students	23-24 Sections	23-24 Class Size	*24-25 Students	*24-25 Sections	*24-25 Class Size
Kindergarten	64	3	21	59	3	20
1 <sup>st</sup> Grade	78	4	20	61	3	20
2 <sup>nd</sup> Grade	76	4	19	79	4	20
3 <sup>rd</sup> Grade	85	4	22	75	4	19
4 <sup>th</sup> Grade	80	4	20	84	4	21
5 <sup>th</sup> Grade	90	4	23	79	4	20
Totals	473	23	20.8	437	22	20

\*Projected

Kansas State Assessment Data Analysis

Third Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	82%	87%	82%	56%	64%	55%
District	83%	84%	84%	56%	59%	59%
State	68%	69%	70%	38%	39%	40%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	92%	92%	92%	63%	77%	74%
District	90%	90%	90%	67%	72%	72%
State	78%	77%	77%	50%	51%	51%



Fourth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	92%	91%	92%	65%	53%	66%
District	94%	94%	92%	64%	61%	64%
State	81%	82%	83%	43%	44%	45%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	87%	86%	90%	41%	48%	49%
District	93%	94%	90%	58%	56%	57%
State	80%	82%	81%	35%	39%	38%

Fifth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	80%	85%	75%	53%	58%	53%
District	81%	86%	83%	55%	58%	55%
State	69%	69%	69%	40%	41%	40%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	82%	82%	77%	36%	47%	42%
District	80%	83%	84%	80%	48%	50%
State	66%	67%	66%	66%	33%	33%

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	88%	87%	88%	58%	55%	55%
District	91%	89%	88%	65%	66%	65%
State	74%	73%	75%	45%	44%	46%

**KSDE Needs Assessment Essential Questions**

Based upon the school’s Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:

Building:

- Students are coming into school lacking basic skills
- Students have more social-emotional needs that need to be met before academics can be addressed
- There is a lack of parent understanding and support for social-emotional needs of students

2. Budget actions that should be taken to address and remove those barriers:

Building Budget:

- Provide extended resources outside of district provided curriculum
- Staff will create common language through a PBIS system with extended resources
- Professional development and speakers to address the barriers will be provided

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:

- Anticipated time is 2-3 years. This will allow for the implementation of a new curriculum in and to measure the impact on student achievement.

**USD 232 School-Specific Essential Questions**

1. Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

- Common Formative Assessments for ELA and Math
- Priority Standards-choose as a grade level in each building and then across the district
- Vertical alignment of standards
- School Safety
- LETRS training and application in the classroom
- Grade level meetings across the district
- Reflex training
- IXL training-math

2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	x
Staff Awareness	x
Site Council	x
Administrative Team	x
Other _____	<input type="checkbox"/>

School Name: Starside Elementary

Principal Name: Jan Hicks

Students

Total Enrollment 23-24	439	Average Daily Attendance 23-24	94.6%
Projected Enrollment 24-25	424	Chronic Absenteeism 23-24	9.5 %
Students with IEP's 23-24	74	English Language Learners 23-24	94
Students on Free & Reduced Lunch 23-24	200		

Staff

Certified Staff 23-24	43	*Certified Staff 24-25	42
Student-Teacher Ratio 23-24	10:1	*Student-Teacher Ratio 24-25	10:1
Classified Staff 23-24	25	*Classified Staff 24-25	25
Student-Staff Ratio 23-24	6:1	*Student-Staff Ratio 24-25	6:1

\*Projected

Class Size Information

Grade	23-24 Students	23-24 Sections	23-24 Class Size	*24-25 Students	*24-25 Sections	*24-25 Class Size
Kindergarten	62	3	20.7	63	3	21
1 <sup>st</sup> Grade	64	3	21.3	62	3	20.7
2 <sup>nd</sup> Grade	86	4	21.5	66	3	22
3 <sup>rd</sup> Grade	77	4	19.3	86	4	21.5
4 <sup>th</sup> Grade	71	3	23.7	76	4	19
5 <sup>th</sup> Grade	79	4	19.8	71	3	23.7
Totals	439	21	20.9	424	20	21.2

\*Projected

Kansas State Assessment Data Analysis

Third Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	68%	68%	64%	30%	29%	32%
District	83%	85%	84%	56%	60%	59%
State	68%	69%	70%	38%	39%	40%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	77%	80%	76%	39%	49%	41%
District	90%	90%	90%	67%	72%	72%
State	78%	77%	78%	50%	51%	51%

#### Fourth Grade

##### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	86%	84%	83%	40%	37%	42%
District	94%	94%	92%	64%	61%	64%
State	81%	82%	82%	43%	44%	45%

##### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	91%	94%	80%	40%	33%	37%
District	93%	94%	91%	58%	56%	57%
State	80%	82%	81%	35%	39%	38%

#### Fifth Grade

##### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	60%	69%	68%	30%	37%	28%
District	81%	86%	83%	55%	58%	55%
State	69%	69%	69%	40%	41%	40%

##### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	54%	71%	69%	54%	25%	21%
District	80%	83%	84%	12%	48%	50%
State	66%	67%	67%	31%	33%	33%

##### Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	85%	76%	67%	40%	48%	41%
District	91%	89%	88%	65%	66%	65%
State	74%	73%	75%	45%	44%	46%

## KSDE Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:

- Building:
  - Motivation
  - Stamina/Attention
  - Attendance Issues
  - High Class Sizes- Less Individual Instruction
  - English Proficiency/High Number of ELL Students
  - Increasing numbers of students with IEP's
  - Social/Emotional Needs
  - Socio-Economic Challenges
  - Attracting and retaining paras
  - Limited Number of SCT's per the PNA
  - Growth of Students through the Science of Reading

2. Budget actions that should be taken to address and remove those barriers:

- Building Budget:
  - SPARK Funding (Tutoring)
  - PD Book Resources
  - Behavior Management Resources
  - IXL Reading Subscription
  - Pay Increases for Paras (District Level)
  - Continue to Purchase Sadlier/Morheme Magic Phonics Instruction

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:

- Focusing on student growth data will allow us to better monitor student progress. Two years of above average growth for a student should enable each student to achieve grade level proficiency.

## USD 232 School-Specific Essential Questions

1. Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

- Classroom Management/Behavior Management
- Trauma Informed Care/Social Emotional Learning
- IXL – Common Formative Assessment
- Math Strategies
- Technology Integration
- Collaboration Between Instructional Teams

- Reading Literacy Assessment Summary Sheet & Diagnostic Testing Training
- Continue to Send Staff to PLC Conference
- Deeper Understanding of Standards
- Practice and Deeper Understanding of the Science of Reading
- Differentiation
- Student Goal Setting

2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	X
Staff Awareness	X
Site Council – would have done but data was late	<input type="checkbox"/>
Administrative Team	X
Other _____	<input type="checkbox"/>

**KSDE Needs Assessment School Report  
2024-2025  
Middle School**



School Name: Lexington Trails Middle School

Principal Name: Clark McCracken

**Students**

Total Enrollment 23-24	384	Average Daily Attendance 23-24	95.78%
Projected Enrollment 24-25	383	Chronic Absenteeism 23-24	7%
Students with IEPs 23-24	57	English Language Learners 23-24	29
Students on Free & Reduced Lunch 23-24	111		

**Staff**

Certified Staff 23-24	36	*Certified Staff 24-25	36
Student-Teacher Ratio 23-24	11:1	*Student-Teacher Ratio 24-25	11:1
Classified Staff 23-24	23	*Classified Staff 24-25	23
Student-Staff Ratio 23-24	7:1	*Student-Staff Ratio 24-25	7:1

\*Projected

**Class Size Information**

Grade	23-24 Students	23-24 Sections	23-24 Class Size	*24-25 Students	*24-25 Sections	*24-25 Class Size
6 <sup>th</sup> Grade	130	5	26	124	5	24.8
7 <sup>th</sup> Grade	134	5	26.8	122	5	24.4
8 <sup>th</sup> Grade	120	5	24	137	5	27.4
Totals	384	15	25.6	383	15	25.5

\*Projected

**Kansas State Assessment Data Analysis**

**SixthGrade**

**Reading-**

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	77%	79%	85%	51%	50%	50%
District	78%	79%	82%	47%	46%	49%
State	62%	64%	64%	33%	35%	35%

**Math -**

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	94%	91%	91%	69%	65%	76%
District	81%	87%	89%	43%	54%	59%
State	65%	67%	65%	30%	32%	31%

### Seventh Grade

#### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	86%	87%	86%	56%	53%	60%
District	79%	78%	80%	47%	42%	49%
State	64%	64%	64%	32%	33%	33%

#### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	94%	93%	91%	51%	56%	50%
District	91%	90%	93%	51%	46%	47%
State	76%	77%	77%	27%	29%	30%

### Eighth Grade

#### Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	88%	91%	80%	41%	48%	40%
District	86%	80%	82%	39%	33%	34%
State	65%	65%	65%	22%	22%	24%

#### Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	81%	80%	79%	49%	51%	47%
District	80%	75%	76%	42%	39%	35%
State	52%	54%	53%	21%	24%	24%

#### Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	79%	78%	83%	49%	45%	51%
District	77%	70%	73%	41%	35%	37%
State	52%	53%	55%	23%	24%	26%

### KSDE Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:

- Building:
  - students entering middle school missing skills in reading and math



- students entering middle school academically behind, according to standardized test scores
- absenteeism
- lack of student and parent involvement at school

2. Budget actions that should be taken to address and remove those barriers:

▪ **Building Budget:**

We cannot control what level students enter LTMS at, and we cannot control students' home life. However, we can get kids involved and committed to school.

- LTMS needs funding for before and after school programs and staffing.
- We need stipends for sponsors/coaches and/or hourly rates of pay to encourage our BEST staff to give up their time after school to tutor, coach, and sponsor.
  - This would reach a demographic of students that are currently uninvolved in co/extracurricular activities.
  - We began this two years ago and have positive results (lower absenteeism, better grades).

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:

- We can have over 95% of students involved in activities at LTMS in the next three years with adequate funding (PSP, Esports, Wellness, Cooking + current clubs/athletics/activities). Our students involved in before or after school activities score higher on standardized tests, pass more classes, and have better attendance than those students not involved.

**USD 232 School-Specific Essential Questions**

1. Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

- Engagement Strategies
- SEL/Behavior/Classroom Management
- Assessing for Learning / Grading Practices
- PLC process
- Writing across content areas
- Student portfolios / high quality work
- Vertical collaboration/professional development for core content areas (including essential standard work and curriculum)

2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	✓
Staff Awareness	✓
Site Council	✓
Administrative Team	✓
Other: Student Advisory Team	✓

School Name: Mill Creek Middle School

Principal Name: Andrew Legler

Students

Total Enrollment 23-24	662	Average Daily Attendance 23-24	93.1%
Projected Enrollment 24-25	684	Chronic Absenteeism 23-24	4.9%
Students with IEP's 23-24	85	English Language Learners 23-24	11
Students on Free & Reduced Lunch 23-24	70		

Staff

Certified Staff 23-24	48	*Certified Staff 24-25	49
Student-Teacher Ratio 23-24	14:1	*Student-Teacher Ratio 24-25	14:1
Classified Staff 23-24	30	*Classified Staff 24-25	29
Student-Staff Ratio 23-24	8:1	*Student-Staff Ratio 24-25	9:1

\*Projected

Class Size Information

Grade	23-24 Students	23-24 Sections	23-24 Class Size	*24-25 Students	*24-25 Sections	*24-25 Class Size
6 <sup>th</sup> Grade	242	10	24.2	227	10	22.7
7 <sup>th</sup> Grade	213	9	23.7	241	10	24.1
8 <sup>th</sup> Grade	207	9	23	216	9	24
Totals	662	28	23.6	684	29	23.6

\*Projected

Kansas State Assessment Data Analysis

Sixth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	79%	77%	81%	48%	41%	49%
District	78%	79%	82%	47%	46%	49%
State	62%	64%	64%	33%	35%	35%

Math -

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	80%	93%	91%	42%	58%	53%
District	81%	87%	89%	43%	54%	59%
State	65%	67%	65%	30%	32%	31%

Seventh Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	74%	74%	80%	41%	42%	42%
District	79%	78%	80%	47%	42%	49%
State	64%	64%	64%	32%	33%	33%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	90%	89%	92%	48%	45%	45%
District	91%	90%	89%	51%	46%	47%
State	76%	77%	65%	27%	29%	30%

Eighth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	86%	72%	80%	34%	21%	28%
District	86%	80%	82%	39%	33%	34%
State	65%	65%	65%	22%	22%	24%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	87%	68%	72%	39%	23%	28%
District	80%	75%	76%	42%	39%	35%
State	52%	54%	54%	21%	24%	25%

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	72%	62%	67%	34%	27%	34%
District	75%	70%	73%	41%	35%	37%
State	52%	53%	55%	23%	24%	26%

## KSDE Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:
  - Building:
    - Frame conversation around pillars: How do we know students are learning? What do we do if they aren't learning? Analyze instructional gaps in "subject" in "grades". Use this information in collaborative planning to increase understanding of essential standards and instructional techniques to develop more efficient instructional & assessment methods.
    - An additional challenge that has its own unique characteristics is the PLC process and our goal of having teachers do common assessments. This is a process that we will gradually grow and continue to develop, but inevitably will pose barriers to some individuals and content teams.
2. Budget actions that should be taken to address and remove those barriers:
  - Building Budget:
    - Identifying Tier resources to support students that need additional support. Possible additional financial support for both individual and whole staff professional development.
3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:
  - Time to analyze academic data. This will be completed during PLC time on Tuesdays and during building PD time on district early release days. Est. time spent will be several hours per grade level/teacher until preliminary data shows an improvement in proficiency percentages. This will be done through the development of improved collaboration in order to reach our building PLC goal of establishing common assessments with core content teachers.

## USD 232 School-Specific Essential Questions

1. Professional Development and Learning-  
Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.
  - Goals/Strategic Plan:
    - Building Climate & Culture
      - Staff PD in August to create new MC traditions
      - Competitive/Family grouping of students according to hall/grade.
    - Establish collective commitments from both students and staff
      - Clear expectations of staff as outlined in the staff and student handbooks
      - Establishing time to focus on executive functioning and GRIT of students.
    - PLC Work
      - Continued vertical and content collaboration
      - Increase commitment & involvement with common formative assessments.

2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	x
Staff Awareness	x
Site Council	<input type="checkbox"/>
Administrative Team	x
Other _____	<input type="checkbox"/>

School Name: Monticello Trails Middle School      Principal Name: Jennifer Smith

Students

Total Enrollment 23-24	685	Average Daily Attendance 23-24	95%
Projected Enrollment 24-25	654	Chronic Absenteeism 23-24	8.75%
Students with IEP's 23-24	90	English Language Learners 23-24	0
Students on Free & Reduced Lunch 23-24	74		

Staff

Certified Staff 23-24	51	*Certified Staff 24-25	51
Student-Teacher Ratio 23-24	13:1	*Student-Teacher Ratio 24-25	13:1
Classified Staff 23-24	20	*Classified Staff 24-25	20
Student-Staff Ratio 23-24	9:1	*Student-Staff Ratio 24-25	9:1

\*Projected

Class Size Information

Grade	23-24 Students	23-24 Sections	23-24 Class Size	*24-25 Students	*24-25 Sections	*24-25 Class Size
6 <sup>th</sup> Grade	237	10	23.7	207	10	20.7
7 <sup>th</sup> Grade	201	9	22.3	243	10	24.3
8 <sup>th</sup> Grade	247	10	24.7	204	9	22.7
Totals	685	29	23.6	654	28	22.6

\*Projected

Kansas State Assessment Data Analysis

Sixth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	76%	81%	81%	43%	49%	49%
District	78%	79%	82%	47%	46%	49%
State	62%	64%	64%	33%	35%	35%

Math -

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	76%	78%	86%	33%	44%	57%
District	81%	87%	89%	43%	54%	59%
State	65%	67%	65%	30%	32%	31%

Seventh Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	80%	78%	77%	47%	38%	49%
District	79%	78%	80%	47%	42%	49%
State	64%	64%	64%	32%	33%	33%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	92%	91%	94%	55%	43%	46%
District	91%	90%	93%	51%	46%	47%
State	76%	77%	77%	27%	29%	30%

Eighth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	83%	81%	86%	42%	36%	38%
District	86%	80%	82%	39%	33%	34%
State	65%	65%	65%	22%	22%	24%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	75%	76%	75%	43%	45%	33%
District	80%	75%	76%	42%	39%	35%
State	52%	54%	54%	21%	24%	25%

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	75%	71%	76%	43%	36%	36%
District	75%	70%	73%	41%	35%	37%
State	52%	53%	55%	23%	24%	26%

## KSDE Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

### 1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:

- **Building:**
  - Vertical alignment including with the elementary curriculum
  - Tier II and Tier III math, reading, behavior interventions that have resources
  - Tier I interventions in place to support students
  - Student anxiety and attendance
  - Creating challenging learning environments that engage the students
  - Celebrating student success
  - Grit/ endurance

### 2. Budget actions that should be taken to address and remove those barriers:

- **Building Budget:**
  - Tier II resources, personnel, and training being purchased for reading, math and behavior
  - Funds for after school programs including after school academic support (TSP) and physical/ social (ACP) to support student learning (Tier I)
  - Funds to provide PLC training to staff to build their capacity to write solid common formative assessments, analyze the data from those assessments, and provide interventions when needed based on the data.
  - Funds to provide RWL/ PBL training to staff - Increase in student engagement and desire to be at school
  - Resources/ personnel to support the social and emotional needs of our students
  - Personnel to offer more choice and voice for Exploratory classes

### 3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:

Monticello Trails cannot control the academic, social, and emotional skills students enter our door with, but we continue to put resources, people, and time in place to assess where each student is so we can meet them where they are at and help them get to the next level. We continue to evaluate each student's success and adjust accordingly to assure that every student meets their potential.

## USD 232 School-Specific Essential Questions

### 1. Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

- PLC
  - Writing quality Common Formative Assessments
  - Data analysis
  - Providing interventions
- PBL- Cross-curricular units
- SEL
- CHAMPS/ Academic Behaviors
- PBIS
- Engagement strategies
- Vertical Alignment including with the elementary schools



School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	X
Staff Awareness	X
Site Council	<input type="checkbox"/>
Administrative Team	X
Other: Gilding Alliance _____	X

**KSDE Needs Assessment School Report  
2024-2025**

De Soto **High School**

School Name: De Soto High School

Principal Name: Sam Ruff

Students

Total Enrollment 23-24	971	Average Daily Attendance 23-24	93%
Projected Enrollment 24-25	934	Chronic Absenteeism 23-24	7.9%
Students with IEP's 23-24	75	Graduation Rate 2024	96%
Students on Free & Reduced Lunch 23-24	145	Dropout Rate 23-24	4%
English Language Learners 23-24	28	Five-Year Effectiveness Average 22-23	71.8%

Staff

Certified Staff 23-24	58	*Certified Staff 24-25	59
Student-Teacher Ratio 23-24	17:1	*Student-Teacher Ratio 24-25	16:1
Classified Staff 23-24	38	*Classified Staff 24-25	38
Student-Staff Ratio 23-24	9:1	*Student-Staff Ratio 24-25	9:1

\*Projected

Class Size Information

Grade	23-24 Students	23-24 Sections	23-24 Class Size	*24-25 Students	*24-25 Sections	*24-25 Class Size
9 <sup>th</sup> Grade	232	348	22.3	200	354	21.1
10 <sup>th</sup> Grade	257			238		
11 <sup>th</sup> Grade	237			259		
12 <sup>th</sup> Grade	245			237		
Totals	971			934		

\*Projected

**Kansas State Assessment Data Analysis**

Tenth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	80%	86%	83%	39%	44%	44%
District	84%	86%	86%	40%	42%	48%
State	62%	65%	65%	26%	27%	28%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	73%	77%	73%	38%	32%	36%
District	77%	82%	78%	38%	38%	40%
State	55%	55%	55%	21%	22%	22%

## KSDE Needs Assessment School Report 2024-2025

De Soto **High School**

### Eleventh Grade

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
<b>Building</b>	75%	69%	67%	31%	40%	40%
<b>District</b>	70%	67%	67%	43%	37%	39%
<b>State</b>	57%	57%	55%	29%	29%	28%

### PreACT and ACT Data

#### PreACT 8/9 (9<sup>th</sup> Grade, State-Funded)

	2021	2022	2023
English Composite Average	16.4	15.3	14.7
Math Composite Average	18.3	17.3	17.9
Reading Composite Average	19.6	19.5	17.4
Science Composite Average	17.9	18.3	20.3
Composite Average	18.1	17.7	17.7
District Composite Average	18.4	18.0	18.1

#### PreACT 10 (10<sup>th</sup> Grade, State-Funded)

	2021	2022	2023
English Composite Average	15.4	17.0	17.1
Math Composite Average	17.8	18.1	18.4
Reading Composite Average	20.2	20.9	20.6
Science Composite Average	18.8	18.1	19.2
Composite Average	18.2	18.7	19.0
District Composite Average	18.5	19.0	18.7

#### ACT (11<sup>th</sup> Grade, State-Funded)

	2021	2022	2023
English Composite Average	20.3	19.7	19.2
Math Composite Average	20.4	20.5	19.6
Reading Composite Average	21.1	20.7	20.9
Science Composite Average	20.9	20.9	20.1
Composite Average	20.7	20.6	20.1
District Composite Average	21.3	20.8	20.3
State Composite Average	19.8	19.8	19.3

## KSDE Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:
  - Building:
    - Student Attendance
    - Increase the total number of instructional days/minutes
    - Social/Emotional Support & Increased Resiliency
    - Lack of foundational skills
  
2. Budget actions that should be taken to address and remove those barriers:
  - Building Budget:
    - Increased allocations for teacher training and professional learning
    - Increased allocations for additional staff
    - Increased allocations for before and after school interventions and academic support
    - Increased allocations for summer academic programs and support
    - (District): Provide universal preschool & increased staffing at the elementary and middle levels (teachers, support staff, interventionist, counselors).
    - (District): School based health and mental health care providers (for short and long-term student needs – could be a MOU with a community wide medical and behavioral mental health provider).
  
3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:
  - Students at De Soto High school are learning the content, skills, and dispositions needed for their future. Students are passing AP exams, earning college credits, and participating in internships, client connected projects and community service. We experience a high level of student engagement and success in extra and co-curricular activities and have systems in place to support students in need. We have multiple examples of evidence that students are learning at a high level. A single assessment score does not define or label our students' skillset and knowledge, or the quality of the educational experience at DHS. Because there are multiple external factors that may impact how a student performs on a single assessment, the amount of time needed for each student to attain grade level proficiency as defined by that assessment is unknown. Students learn at different rates and have a wide variety of skills and needs.

## USD 232 School-Specific Essential Questions

### 1. Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

- Instructional Practices and Effective Instructional Frameworks
- Alignment of Curriculum
- Identifying Essentials
- Assessment Design (formative and summative)
- Data Analysis for Instructional Decision-making
- Intervention Strategies
- Grading Practices
- Student Ownership and Motivation

2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	X
Staff Awareness	X
Site Council	X
Administrative Team	X
Other _____	<input type="checkbox"/>

KSDE Needs Assessment School Report  
2024-2025  
Mill Valley High School



**EPH00007**  
2024-06-17 13:25:02

Mill Valley

School Name: Mill Valley High School Principal Name: Gail Holder

Students

Total Enrollment 23-24	1,374	Average Daily Attendance 23-24	94.47%
Projected Enrollment 24-25	1,419	Chronic Absenteeism 23-24	9.6
Students with IEP's 23-24	118	Graduation Rate 2024	98.5%
Students on Free & Reduced Lunch 23-24	110	Dropout Rate 23-24	1.5%
English Language Learners 23-24	15	Five-Year Effectiveness Average 22-23	73%

Staff

Certified Staff 23-24	94	*Certified Staff 24-25 (Teachers)	96/82
Student-Teacher Ratio 23-24	15:1	*Student-Teacher Ratio 24-25	17:1
Classified Staff 23-24	44	*Classified Staff 24-25	44
Student-Staff Ratio 23-24	10:1	*Student-Staff Ratio 24-25	10:1

\*Projected

Class Size Information

Grade	23-24 Students	23-24 Sections	23-24 Class Size	*24-25 Students	*24-25 Sections	*24-25 Class Size
9 <sup>th</sup> Grade	357	492	28	376	501	28
10 <sup>th</sup> Grade	368			360		
11 <sup>th</sup> Grade	320			363		
12 <sup>th</sup> Grade	329			320		
Totals	1374			1419		

\*Projected

Kansas State Assessment Data Analysis

TenthGrade

Reading:

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	87%	86%	87%	40%	40%	50%
District	84%	83%	86%	40%	45%	48%
State	66%	65%	65%	28%	28%	28%

Math:

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	79%	85%	81%	38%	42%	42%
District	77%	83%	78%	38%	49%	69%
State	51%	54%	55%	21%	21%	21%

KSDE Needs Assessment School Report  
2024-2025  
High School



Eleventh Grade

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	65%	63%	68%	37%	%	35%
District	70%	67%	67%	43%	37%	39%
State	56%	31%	55%	28%	29%	28%

PreACT and ACT Data

.PreACT 8/9 (9<sup>th</sup> Grade, State-Funded)

	2021	2022	2023
English Composite Average	16.7	15.6	15.7
Math Composite Average	18.9	17.5	18.7
Reading Composite Average	20.0	20.2	20.6
Science Composite Average	18.7	18.1	18.4
Composite Average	18.7	18.1	18.4
District Composite Average	18.4	18.0	18.1

.PreACT 10 (10<sup>th</sup> Grade, State-Funded)

	2021	2022	2023
English Composite Average	16.0	16.8	16.3
Math Composite Average	17.9	18.8	17.9
Reading Composite Average	20.9	21.6	20.5
Science Composite Average	19.2	19.0	18.5
Composite Average	18.7	19.2	18.4
District Composite Average	18.5	19.0	18.7

.ACT (11<sup>th</sup> Grade, State-Funded)

	2021	2022	2023
English Composite Average	22.7	22.3	21.8
Math Composite Average	21.9	21.4	21.4
Reading Composite Average	22.7	22.3	21.8
Science Composite Average	22.6	22.3	21.6
Composite Average	22.7	22.3	21.8
*District Composite Average	*22.1	*21.7	*21.8
State Composite Average	19.8	19.8	21.7

## KSDE Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

Barriers that must be overcome for each student to achieve grade level proficiency on assessments:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:

Students and staff must continue to adapt to the idea that larger class sizes means less time with individual students.

Staff must focus on tier 1 instruction.

Staff will continue to implement the PLC process to address student needs and employ interventions as needed for student academic growth/success. Staff will continue to align with state standards and with state testing needs and be sure to focus instruction on what students will be assessed on.

We began an audit last year-started with ELA.

Additional core audits will take place when we return in August.

2. Budget actions that should be taken to address and remove those barriers:

We have focused our school goals on the needs of the building as it relates to academic growth with not only the State Assessment, but also the ACT, grade data etc.

It would be so helpful if teacher goals aligned with building goals in terms of appraisal and focused evaluation work.

We MUST have additional staff in our core subject areas to ensure a more individualized and differentiated experience for students.

Requesting for 25-26: 1 ELA teacher, 1 Science teacher, 1 counselor, 1 world language teacher.

We have a need for additional staffing for the 25-26 school year.

ELA, Science, World Language, Counseling

Funding for professional development for teachers, intervention training for teachers, professional development funding.

Teacher training for professional learning in terms of Tier 1 instruction, PLC work and interventions.

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:

The time for this will vary student to student. Our teachers are committed to working with each and every student to ensure their success. Our goal is always for a student to learn grade level curriculum and to advance at least one grade level each year.

## USD 232 School-Specific Essential Questions

1. Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

- Continued focus on quality Tier 1 instruction
- PLC Processes
- Focus on Belonging



2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	X
Staff Awareness	X
Site Council	X
Administrative Team	X
Other _____	<input type="checkbox"/>