

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District: 250 Pittsburg	Bldg #	Grades Served:
School: George Nettels Elementary	1302	K-5

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

SECTION 1: Student Needs		Notes
a. Student Headcount	318	Based off September 20, 2023 Count
b. Percentage of students with an active IEP	19.00%	Based off September 20, 2023 Count
c. Percentage of students enrolled in English Language Learner (ELL) services	18.00%	Based off September 20, 2023 Count
d. Percentage of students identified as At-Risk (Free lunch)?	55.00%	Based off September 20, 2023 Count
e. Pupil-Teacher Ratio Average	18.3 to 1	Classroom teacher to student ratio
f. Pupil-Teacher Ratio Median	18.5 to 1	Classroom teacher to student ratio
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	We see a gap in learning for our identified ESOL students, specifically for our Marshallese and Hispanic populations.
i. Is there a tiered system of support to target reading growth?	Yes	We provide multi-tiered system of support (MTSS) for all students in the area of reading. They receive individualized reading instruction based from FastBridge and classroom data. MTSS services are provided daily for 30 minutes each day. Students are progress monitored to ensure academic progress in being made.
j. Is there a tiered system of support to target math growth?	Yes	We provide multi-tiered system of support (MTSS) for all students in the area of math. They receive individualized math instruction based from FastBridge and classroom data. MTSS services are provided daily for 30 minutes each day. Students are progress monitored to ensure academic progress in being made.
k. Are there local assessments to measure reading growth?	Yes	FastBridge (K-5), ESGI (K), State Assessments (3-5)
l. Are there local assessments to measure math growth?	Yes	FastBridge (K-5), ESGI (K), State Assessments (3-5)
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	We provide Dragon Academy three days per week during the school year for 1st - 5th grades to focus on reading and math skills. In the summer, we provide Summer Boost Academy Monday - Friday from 8:00 - 2:00 for five weeks. Students in grades K-5 that are behind academically are invited to attend.

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n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Our data indicated a need for a new core math resource for grades K-5. Math resources were reviewed, piloted, and selected during the 2022-23 school year. We implemented Eureka Math Squared in the fall of 2023. We will continue implementation of our Success For All reading program. This research based reading program allows for students to be instructed at their individualized reading levels.	
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Our MTSS Target Time is skill based. Data is reviewed every 12 days in order to provide individualized instruction targeted on our ELOs.

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

		Notes
a. How is social/emotional growth being measured?	Panorama SEL Survey was given twice to students in grades 3-5 that opted in in the 2023-24 school year.	We administer the Panorama SEL Survey in the fall and spring to students in grades 3rd-5th that opted in. This data is used to determine additional SEL services as well as parent and teacher referrals.
b. What are the targets/goals related to social/emotional growth?	Our goal for social emotional growth is for all students to score on track or low risk using the Panorama SEL Survey.	We administer the Panorama SEL Survey in the fall and spring to students in grades 3rd-5th that opted in. This data is used to determine additional SEL services as well as parent and teacher referrals.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ Data, Preschool Data, & Bracken Data	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Our target is for students to score Average or above on the Bracken assessments. If students score in the Delayed or below categories, they are referred for our summer Jumpstart program to help prepare for Kindergarten Readiness.	
e. How are successes of Individual Plans of Study being measured?	N/A	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	

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g. How are you ensuring students are civically engaged?	K-Kids, Community Service Projects, Community partners as guest speakers	Examples: Kiwanis Pancake Feed, Volunteer to read at local nursing homes, volunteer/fundraise for SEK Humane Society.
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SECTION 3: Curriculum Needs

		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	We provide Dragon Academy three days per week during the school year for 1st - 5th grades to focus on reading and math skills. In the summer, we provide Summer Boost Academy on Monday - Friday from 8:00 - 2:00 for four weeks. Students in grades K-5 that are behind academically are invited to attend. Incoming kindergarten students that score Delayed or lower on the Bracken assessment are invited to attend summer Jumpstart to provide learning opportunities prior to starting kindergarten. George Nettels offers STEM Club to 5th graders to extend Science learning opportunities.	
b. Are there appropriate and adequate instructional materials?	No	Eureka Math2 materials were purchased for implementation in the fall of 2023. Additional instructional materials will need to be purchased to support continued implementation. We will continue implementation of our Success For All reading program. This research based reading program allows for students to be instructed at their individualized reading levels. Additional instructional materials will need to be purchased to meet these needs.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	However, there will be on-going upgrade and replacements needed to support student learning.

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

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

b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	N/A	
c. Is every child in your school provided at least the following capacities?	Yes	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	All teachers support the instruction of oral and written communication skills. It is directly taught in ELA and is also part of the district's Profile of a Graduate goals.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	All teachers support the instruction of the HGSS standards during social studies lessons and other learning opportunities across the curriculum.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	All teachers support the instruction of the HGSS standards during social studies lessons and other learning opportunities across the curriculum.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	All teachers support the instruction of mental and physical wellness during weekly GAT (Getting Along Together) lessons. In addition, monthly counseling lessons and outcomes support this area.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	All students receive 90 minutes of music and art instruction during a six-day rotation.
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	Teachers support the district focus on the Profile of a Graduate skills. These encourage good communication skills, problem solving skills, critical thinking skills, and skills to be a good citizen.
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	Teachers support the district focus on the Profile of a Graduate skills. These encourage good communication skills, problem solving skills, critical thinking skills, and skills to be a good citizen.

SECTION 5: Staff Needs	Notes
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Please consider the following questions as you complete the needs assessment for your building.

a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	
b. How many classified support staff are currently employed?	35	
c. How many classified support staff are needed?	35	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc. ?	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Professional development on student engagement strategies through the use of Kagan structures. Professional development on Marzano strategies for effective PLCs and the design areas of the New Art and Science of Teaching. Professional development on our newly adopted Eureka Math2 math resource. Continue staff development for Success For All reading.	

SECTION 6: Facility Needs	Notes
a. Is there adequate space for student learning?	Yes
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes As enrollment numbers continue to increase, we will need to add additional learning spaces for students.
c. Are additional School Buses needed or any additional Routes needed?	Yes Additional routes are needed. However, drivers are not available due to low applicant pool and the stringent state requirements.

SECTION 7: Family Needs/Community Relations	Notes
a. Do you have regular events to engage parents with teachers?	Yes Title Family Nights, Raising Readers Workshop, Parent/Teacher Conferences, music performances, and PTO sponsored events.
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Title Family Nights, Raising Readers Workshop, Parent/Teacher Conferences and PTO sponsored events.

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

c. Do you have an active Site Council?	Yes	The George Nettels SITE Council meets monthly. The Council is made up of teachers, parents, community members and building admin. Purpose includes but not limited to, the implementation and monitoring of the school improvement process (KESA), review assessment data, establish goals, discuss school safety concerns, allow patron representatives to bring forth issues. Committee also serves as the advisory council for Dragon Academy.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	PTO meets monthly and is actively involved in school functions.
e. What types of communication exists with families? Is it adequate?	Remind, Facebook, Twitter, Peachjar, District Website, Instagram, Vimeo, Swiftreach	
f. What types of communication/social media exists with your community? Is it adequate?	Remind, Facebook, Twitter, Peachjar, District Website, Instagram, Vimeo, Swiftreach	

SECTION 8: School Data

		Notes
a. Building Attendance Rate	94.0%	2022-23 KSDE Accountability Report
b. Building Chronic Absenteeism Rate	16.1%	2022-23 KSDE Accountability Report
c. District Chronic Absenteeism Rate	20.4%	2022-23 KSDE Accountability Report
d. District Graduation Rate	89.3%	2022-23 KSDE Accountability Report
e. District Dropout Rate	1.9%	2022-23 KSDE Accountability Report

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

		Notes
a. What is our building graduation rate	N/A	
b. What is our building dropout rate?	N/A	
c. What is our average comprehensive ACT score?	N/A	

SECTION 9: Other Data

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

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

2022-2023 State Assessments Review for 2024-2025 Budget Considerations

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

A priority goal for USD 250 elementary schools is to address our students' mental health and trauma needs. Until these basic needs are met, we will continue to struggle to achieve academic success. Students come to us already behind and we can trace that back to early childhood needs and services not being addressed. Therefore, mandatory preschool would be helpful. Also, special education students need more support and special education teachers need better training on meeting various student needs. It isn't fair to give students with IEP's the same assessment you administer to the general population. If they require a different curriculum to meet their learning needs, we need to be able to assess them differently also. Our elementary schools also have a growing population of ESOL students that would benefit from a newcomers program to help acclimate them to our school system. Our data indicated a need for a new core math resource for grades K-5. Math resources were reviewed, piloted, and selected during the 2022-23 school year. Implementation of Eureka Math2 occurred in the fall of 2023. We will continue implementation of our Success For All reading program. This research based reading program allows for students to be instructed at their individualized reading levels. Additional instructional materials will need to be purchased to meet these needs. Teacher retention and teacher recruitment also continues to be a barrier. It is becoming increasingly difficult to find and retain qualified teachers for all needed positions.

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

There needs to be prevention, early detection, and intervention with trauma and mental health issues. We can add resources to help students, but until the root issues of student trauma and mental health needs are addressed, the school can only try to help students recover. The state must add funding to outside agencies to help solve this issue. The district adding a counselor would also be a step in the right direction.

Allocating funds to make reading, math, and ESOL class sizes small would be impactful. It would also greatly benefit us if the state made preschool mandatory and appropriately funded. We need to invest in professional development to keep our teachers up to date and ensure they have the skills to provide high-impact interventions when required.

Funds also need to be allocated to help with teacher retention and teacher recruitment. Teachers are leaving the profession due to high stress levels, amount of workload that has been put on them, mental health of all parties, and salaries. College students are not going into the profession due to negative perceptions of education, high demands of workload, and salaries. In the next few years, the teacher shortage will be even more of an issue and

(C) 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.

2022-2023 State Assessments Review for 2024-2025 Budget Considerations

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There is no way to accurately predict how children will respond to our interventions because we can't fix the daily challenges they face. Many factors impact students' academic achievement, such as socioeconomic status, IQ, household trauma, and early childhood programming. If the state makes preschool mandatory and funds it appropriately, we believe we would see significant gains in the next 10-15 years. We also believe that fully funding special education plays a critical role in the success of our most at-risk children. The goal of all students achieving grade level proficiency is unattainable within the parameters currently set by the Kansas State Department of Education. Until these parameters are reviewed and looked at through the clear lens of ALL students, Kansas schools will be unable to attain this goal. All student learning needs are not equal and cannot be met in any specific time frame, nor can they be measured using a state assessment that assesses all students in the same manner. Until special education needs are fully funded and state assessment guidelines are modified to meet our individual student needs, Kansas schools will not meet this goal.