

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

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

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

SECTION 1: Student Needs		Notes
a. Student Headcount	391	Based off PBR 2023
b. Percentage of students with an active IEP	18.40%	Based off PBR 2023
c. Percentage of students enrolled in English Language Learner (ELL) services	11.70%	Based off PBR 2023
d. Percentage of students identified as At-Risk (Free lunch)?	61.10%	Based off PBR 2023
e. Pupil-Teacher Ratio Average	17.7	Classroom teacher to student ratio
f. Pupil-Teacher Ratio Median	17.1	Classroom teacher to student ratio
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	We see a gap in learning for our ESOL students.
i. Is there a tiered system of support to target reading growth?	Yes	We provide multi-tiered system of support (MTSS) for all
j. Is there a tiered system of support to target math growth?	Yes	We provide multi-tiered system of support (MTSS) for all
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 from 3:30 - 5:00 pm 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 Kind. - 5 that are behind academically are invited to attend. ESOL Summer School for grades Kind. - 5 run in conjunction with Summer Boost Academy on Monday - Friday from 8:00 am - 2:00 pm for four weeks. Kindergarten Jumpstart is held Monday - Friday during the last two weeks in July from 8:00 am - 12:30 pm. Incoming kind. students who were screened as at-risk using the Braken Assessment during kindergarten enrollment are invited to attend Kindergarten Jumpstart.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		Our data indicates a need for a new core math resource for

<p>o.</p> <p>Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</p>	<p>Yes</p>	<p>The MTSS model will continue to be skill based for reading and math and data will be reviewed twice per month in order to provide individualized instruction. Students who participate in the social studies assessment in fourth grade are provided opportunities to correct work if they score at proficiency levels 1 and 2 (per state assessment guidelines).</p>
<p>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</p>		<p>Notes</p>
<p>a. How is social/emotional growth being measured?</p>	<p>Panorama SEL Assessment</p>	<p>We resumed administration of Panorama SEL Assessment</p>
<p>b.</p> <p>What are the targets/goals related to social/emotional growth?</p>	<p>Our goals for all students to score on-track or low risk using the Panorama SEL Assessment.</p>	<p>We administer the Panorama SEL Assessment in the Fall and Spring to 3rd - 5th grades. This data is used to determine additional SEL services as well as parent and teacher referrals.</p>
<p>c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)</p>	<p>ASQ Data, Preschool Data, Bracken Assessment, Transition</p>	
<p>d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)</p>	<p>Our target is for students to score Average or above on the</p>	
<p>e. How are successes of Individual Plans of Study being measured?</p>	<p>N/A</p>	
<p>f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)</p>	<p>N/A</p>	
<p>g. How are you ensuring students are civically engaged?</p>	<p>Kiwanis Club - K-Kids</p>	<p>Lakeside has an active K-Kids Club that support the Wesley</p>
<p>SECTION 3: Curriculum Needs</p>		<p>Notes</p>
<p>a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</p>	<p>We provide Dragon Academy three days per week from</p>	
<p>b.</p> <p>Are there appropriate and adequate instructional materials?</p>	<p>No</p>	<p>We have selected Eureka Math(2) as our math program Kindergarten - 8th grade. We fully implemented of Eureka Math squared at the start of the 2023-2024 school year. We will continue implementation of our newly adopted Success For All reading program. This research based reading program allows for students to be instructed at their individualized reading levels. Additional instructional materials will need to be purchased to meet these needs.</p>
<p>c. Is current technology appropriate? If no, what technology is needed to support the curriculum?</p>	<p>NO</p>	<p>We need iPads for kindergarten students.</p>
<p>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</p>		<p>Notes</p>

b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education	N/A	
c. Is every child in your school provided at least the following capacities?		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing	Yes	All teachers support the instruction of oral and written
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
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her	Yes	All teachers support the instruction of the HGSS standards
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	All teachers support the instruction of our students' social
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
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child	Yes	We focus on the profile of a graduate skills in all our classes.
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in	Yes	We focus on the profile of a graduate skills in all our classes.
SECTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which	Yes	
b. How many classified support staff are currently employed?	43	This includes office staff, custodians, lunch staff, paras, etc.
c. How many classified support staff are needed?	43	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc. ?	No	We have plenty of library and nursing resources, the discrit
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	We need more training on implementing Marzano	
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	This is dependent on class size. The square foot space of
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	
c. Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology	We provide a Success for All workshop for parents.	
c. Do you have an active Site Council?	Yes	We meet monthly during the school year, and we tie it with
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	We meet monthly during the school year, and we tie it with
e. What types of communication exists with families? Is it adequate?	Swift Reach is used for building wide communication to	
f. What types of communication/social media exists with your community? Is it adequate?	X, Facebook, PeachJar, Instagram, Vimeo,	
SECTION 8: School Data		Notes
a. Building Attendance Rate	94.5%	KSDE Accountability Report
b. Building Chronic Absenteeism Rate	9.9%	KSDE Accountability Report
c. District Chronic Absenteeism Rate	20.4%	KSDE Accountability Report
d. District Graduation Rate	89.3%	KSDE Accountability Report
e. District Dropout Rate	1.9%	KSDE Accountability Report
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	N/A	
b. What is our building dropout rate?	N/A	
c. What is our average comprehensive ACT score?	N/A	
SECTION 9: Other Data		Notes

a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related	Parent engagement, generational poverty, student apathy,	
1. Can these be achieved with additional resources?	Additional resources could help with these issues, but not	ESOL-yes by adding staff. Adding more staff could help
2. Why or why not?	We can add resources to help students, but until you fix the	
b. Additional building unique items:		

2020-2021 State Assessments Review for 2022-2023 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 indicates a need for a new core math resource for grades K-5. Math resources will be reviewed, piloted, and selected during the 2022-23 school year. We will continue implementation of our newly adopted Success For All reading program. This research based reading program allows for students to be instructed at their individualized reading levels. Additional instructional materials will need to be purchased to meet these needs. 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.

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.