

2023-24 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District: 250 Pittsburg	Bldg #	Grades Served:
School: Westside Elementary	1310	K-5

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

SECTION 1: Student Needs	Notes
a. Student Headcount	337
b. Percentage of students with an active IEP	23.00% *
c. Percentage of students enrolled in English Language Learner (ELL) services	17.20% *
d. Percentage of students identified as At-Risk (Free lunch)?	73.00% *
e. Pupil-Teacher Ratio Average	22.6 *
f. Pupil-Teacher Ratio Median	0.2 *
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 Using Fastbride Data, we can see a gap in learning for our ELL students, especially Hispanic and Marshallese 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 every 10 school days 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 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 every 10 days to ensure academic progress in being made.
k. Are there local assessments to measure reading growth?	Yes FastBridge (K-5), ESGI (K), State Assessments (2-5)
l. Are there local assessments to measure math growth?	Yes FastBridge (K-5), ESGI (K), State Assessments (3-5)

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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 on Monday - Friday from 8:00 - 2:00 for four weeks for students in K-5. Students that are behind academically are invited to attend.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		Eureka Math2 was implemented for 2023-2024 school year based off data from previous school year. Professional development for the new program was provided during the summer and school year and will continue into the next school year.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Our MTSS model is skill based and data will be reviewed twice per month in order to provide individualized instruction to meet grade level 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?	SEL Panorama Assessment	The SEL Panorama Assessment was given twice in the 23-24 school year in grades 3-5 that opted in.
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 Panorma SEL Assessment.	We administer the Panorama SEL Assessment in the Fall and Spring to 3rd - 5th grade students 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, and Bracken Assessment	
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.	We provide Jumpstart for incoming kindergarten students for two weeks before the school year begins. Students who have not been to pre kindergarten, scored low on the Bracken and/or ASQ, or are at risk qualify for the program.
e. How are successes of Individual Plans of Study being measured?	N/A	

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f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	
g. How are you ensuring students are civically engaged?	Community Service Projects	Westside has an active K-Kids Club that often completes projects in the school or in the community. They collect food for local food banks, help with Salvation Army, and clean up around the neighborhood. K-Kids has also started to visit nursing homes monthly to build relationships.

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 for students in K-5. Students that are behind academically are invited to attend. Jumpstart is offered for incoming kindergarten students who do not have kindergarten readiness skills or identified as at risk.	
b. Are there appropriate and adequate instructional materials?	No	During the 23-24 school year, the district adopted Eureka Math 2 for K-8 to support our students and teachers in math. Implementation will continue into the next school year. We will continue implementation of Success for All reading program, but new materials will need to be purchased for the program upgrade. Really Great Reading has been purchased and will begin in the 2024-2025 school year to support Tier II and Tier II and additional materials will need to be purchased for implementation.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	However, technology must be updated and upgraded continuously. Replacement needs will also occur frequently to support student learning.

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

	Notes

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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?		
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 through Success For All. This is also part of the district 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 HGSS standards during social studies instruction to provide sufficient knowledge of economic, social, and political systems to enable students to make informed choices.
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 HGSS standards during social studies instruction to provide an understand of governmental processes.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Getting Along Together from our SFA curriculum, provides weekly lessons taught by the classroom teacher on SEL to meet student knowledge of mental and physical wellness. Our school counselor also provides monthly SEL lessons in the classroom based on the state counseling standards.
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 6 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	All teachers focus on the district's Profile of a Graduate skills during instruction daily. This encourages effective communication, problem solving, critical thinking, and being 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	All teachers focus on the district's Profile of a Graduate skills during instruction daily. This encourages effective communication, problem solving, critical thinking, and being 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?	31	This includes all Special Education support, custodial, para, and secretary.
c. How many classified support staff are needed?	2	Title paraprofessionals, SPED paraprofessionals
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc. ?	No	For the 24-25 school year, each elementary will add a part time counselor to their staff.
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 strategies into classrooms and Kagan Structures into lessons to increase student engagement and improve student academic success. The district also needs to provide staff with more PLC training. Teachers will also need professional development to continue the implementation of Eureka Math2 and 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 continues to rise, we will need to add additional learning spaces to the building.
c. Are additional School Buses needed or any additional Routes needed?	Yes	Additional routes are needed, but drivers are not available due to low applicant pool and stringent driving test requirements.

SECTION 7: Family Needs/Community Relations **Notes**

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

a. Do you have regular events to engage parents with teachers?	Yes	We have family engagement nights throughout the school to increase family involvement. PTO meets monthly and holds different family activities. Parent Teacher Conferences are held twice a year. We also have a book fair once a year for parents to come in with their child to purchase books. We will also have an SFA night when school starts for parents to learn about the program. Westside also has various activities throughout the school year to involve parents. Each grade level also has a music program throughout the year.
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?	Raising Readers Workshop, Success For All Parent Workshop	
c. Do you have an active Site Council?	Yes	Meets Monthly
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	PTO
e. What types of communication exists with families? Is it adequate?	SwiftReach for building wide, Remind for classroom, Social Media	Many of our families do not always have cell phone service, often times my teachers have to use Facebook Messenger to get ahold of parents due to the service issues.
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Twitter, Peachjar, S'More, Instagram, Vemeo	

SECTION 8: School Data		Notes
a. Building Attendance Rate	93.9%	
b. Building Chronic Absenteeism Rate	17.4%	
c. District Chronic Absenteeism Rate	20.4%	
d. District Graduation Rate	89.3%	
e. District Dropout Rate	1.9%	
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	

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

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 issues?	Parent engagement, generational poverty, student apathy, ESOL students under served, students in trauma, increasing student mental health needs, chronic absenteeism by some students	
1. Can these be achieved with additional resources?	Additional resources could help with these issues, but not all.	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. We are working to reengage our parents in the upcoming school year.
2. Why or why not?	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.	
b. Additional building unique items:		

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

District: <u>250 Pittsburg</u>	Bldg #	Grades Served:
School: <u>Westside Elem</u>	1310	K-5, PK (w/IEP), PK, PKAR (4 YO)

(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, as well as high quality day care. Also, special education students needs 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 were reviewed, piloted, and selected during the 2022-23 school year and decision was made to adopt Eurkea Math2 for the 2023-24 school year. This year teachers implemented Eureka Math2 with fidelity. Teachers will continue to need support and professional development for the next school year. We continued implementation of 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

(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 will be adding 2 school counselors for the elementary schools to share for the 24-25 school year

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.

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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.