

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

District: 250 Pittsburg	Bldg #	Grades Served:
School: Pittsburg Middle School	1314	6-8

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

SECTION 1: Student Needs		Notes
a. Student Headcount	709	PBR
b. Percentage of students with an active IEP	23.40%	PBR
c. Percentage of students enrolled in English Language Learner (ELL) services	9.20%	PBR
d. Percentage of students identified as At-Risk (Free lunch)?	62.05%	PBR
e. Pupil-Teacher Ratio Average	20.51:1	counselor's class size document
f. Pupil-Teacher Ratio Median	17:01	counselor's class size document
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Foster care student needs are met mostly thorough outside organizations.	Those organizations are Talent Search, Sparkwheel, school based case manager and the school based therapist from Community Health.
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes, there are gaps	Our ethnic groups scoring low align closely to our free/reduced scores. Many of the students in these subgroups are also in the low SES subgroups.
i. Is there a tiered system of support to target reading growth?	Yes	Next year we will be implementing IXL Reading and HD Word to support students in reading. Dyslexic students are being targeted through small groups during intervention.
j. Is there a tiered system of support to target math growth?	Yes	Our individual student needs are addressed in math by offering different levels of math classes and we are grouping kids after local assessments to address the individual learning needs of students. Students are also assigned individualized IXL skills practice.
k. Are there local assessments to measure reading growth?	yes	Fastbridge, IXL and common formative assessments
l. Are there local assessments to measure math growth?	yes	Fastbridge, IXL and common formative assessments
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	yes	We have an after school tutoring program, Summer Boost, ESOL Summer School, Compass Academy
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	We are providing oppourtunities for more personalized learning in the area of math. We are also implementing new reading interventions for dyslexia.	Our teachers set yearly goals for state assessments with their teams with the instructional coach. IXL sets specific growth targets and areas for students on an individualized basis.

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o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Our goals are consistently focused on showing individual student growth. We value seeing each child individually improve.	We also set goals with the children. This helps us communicate the growth mindset we operate under.
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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?	Attendance, activity involvement and discipline records, counselors records and Student Advocacy Groups (SAG). Panorama Survey. Grade-level teams track student progress through SIP.	The counselors do targeted groups for things like trauma and loss of a parent. They do pre and post rating scales after the group sessions to see if it is making a positive impact. 6th grade has implemented a mentoring program to address students with ongoing social emotional concerns.
b. What are the targets/goals related to social/emotional growth?	Decreased discipline referrals, improved attendance, involvement in outside activities, building positive relationships, increased peer interactions, ability to work through conflicts, utilizing stress/anxiety techniques when needed.	We work on these goals through the counseling office and our student advocacy groups. Our SAG groups do a good deal of team building activities to promote positive relationships and socialization. 6th grade students participate in the Crawford County Youth Leadership Program.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	n/a	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	n/a	
e. How are successes of Individual Plans of Study being measured?	The measure of our success was ensuring every student had one and met 2 times with the student advocacy teacher to go over their goals and accomplishments. All students also took interest inventories in Xello. We increase student involvement through career awareness, career options, and parent-teacher conferences.	Next year we will move to Naviance instead of Xello. Individual Plans of Study transfer to the high school and follow students throughout their secondary education.
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?	Every student completes two community service projects per year with their student advocacy group. Our 6th grade students attend the Veteran's Day program at PSU and participate in the Crawford County Youth Leadership program. The students are able to join Builder's Club and/or Student Government. Both clubs do regular community service projects.	
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SECTION 3: Curriculum Needs **Notes**

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	After-School tutoring, Summer Boost, ESOL Summer School, and Compass Academy	
b. Are there appropriate and adequate instructional materials?	Yes	We have have a rotation to upgrade curriculum in a timely manner. New curriculums were adopted this year for both ELA and Math.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Each classroom has a set of chromebooks for teachers, teachers have smart TV's and ipads

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

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.	All teachers focus on teaching standards to support oral and written communication. It is directly taught in ELA. It is also part of our profile of a graduate goals. Every 6th grade student goes through the Youth Leadership Program though the Chamber of Commerce which also emphasizes these skills.	

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2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	HGSS teachers explicitly teach this. Also tier 1 students get exposed to current events related to this during intervention time. Each grade level has the opportunity to watch CNN10 to keep up on current events.	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	HGSS teachers explicitly teach this. Also tier 1 students get exposed to current events related to this during intervention time.	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Every student is required to take 2 PE courses. These teachers focus on wellness and self-care. Students track progress of fitness goals in these courses. Our student advocacy groups also teach character education and team building lessons.	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	We offer a wide variety of fine arts classes and cultural classes. Every 6th grader is required to take an intro to fine arts course. We offer a new elective class called cultures and traditions. Students also have the opportunity to be engaged in the school play, art club, a regional art competition, and Spanish club.	Over half of our students are enrolled in a fine arts class.
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.	We provide academic classes as well as vocational classes. We currently offer Construction, Robotics and Coding, Intro to Health Care, Career and Life Planning, and Intro to Business. We added introductory pathway classes at the 8th grade level, which allows students the ease of completing a high school pathway.	We focus on the profile of a graduate skills in all our classes. This encourages good 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.	Due to our size we are able to offer more of a variety of classes to students to expand their knowledge and allow them to work in more advanced classes if they choose.	We focus on the profile of a graduate skills in all our classes. This encourages good 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?	20	
c. How many classified support staff are needed?	22	We need more ESOL support. We would also like to have more special education support, but that isn't a district budget item. Much of the staffing problems are due to the pay of classified staff. They can go elsewhere in the community and make more money. When we have an opening we have a lack of quality applicants. We really need more Special Education paras but those individuals are staffed through the Interlocal and not USD 250.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc. ?	Yes	We have plenty of library and nursing resources. This year we were able to hire an additional counselor to help with student needs. Our next goal would be to add a bilingual counselor.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Our instructional coach is extremely valuable in this area.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	We need more training on personalized learning and providing social emotional support. Teachers would also benefit from more collaborative time.	
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	The west end of the middle school was recently remodeled and is now open. This allows additional space for student learning.	

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<p>b. Are there necessary repairs and/or adjustment to the existing space that need to be made?</p>	<p>Our A/C and heating units often have issues but the district fixes them in a timely manner. We need more parking and pavement on one of our staff parking lots. We need additional exterior lighting for staff and student safety. Ideally, we would like to have additional outdoor learning spaces for teachers and students. We could always use additional cameras due to the size of the building. We need an upgraded bell and intercom system. Additional covering in the drop off area would be helpful for students waiting in the rain. Several windows leak during rain periods and need to be repaired. Updated all signage throughout the building is needed due to ongoing changes within the building.</p>	<p>I know capital improvements are on a district level plan and will be addressed according to priority.</p>
<p>c. Are additional School Buses needed or any additional Routes needed?</p>	<p>Additional school buses may be needed for growing enrollment</p>	<p>The biggest issue is that we do not have enough available bus drivers.</p>

SECTION 7: Family Needs/Community Relations		Notes
<p>a. Do you have regular events to engage parents with teachers?</p>	<p>Yes- Meet the teacher night at the beginning of the year is well attended. We have changed parent teacher conferences and have seen better attendance this year.</p>	<p>Parents do attend and engage in sports and fine arts performances.</p>
<p>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?</p>	<p>Yes- videos through Purple Dragon Tech to support technology use.</p>	
<p>c. Do you have an active Site Council?</p>	<p>No</p>	<p>We will be working to reimplement this next year with a new format.</p>
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>No</p>	<p>Every few years a parent will start one, but then no one is willing to take over when that person's child goes to the high school. Usually only a handful of parents volunteer to help.</p>

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e. What types of communication exists with families? Is it adequate?	We send a weekly newsletter, use the remind app, send SwiftReach messages, host parent teacher conferences twice a year, teachers and admin send emails and make phone calls as needed on an individual basis. Yes it is adequate.	Sometimes families are hard to reach due to innaccurate information or unwillingness to engage and connect with the school.
f. What types of communication/social media exists with your community? Is it adequate?	We have a district X page, Facebook page, and Instagram page to inform parents of events and projects. Parents also have access to PowerSchool for individual student information and our district website has a variety of parent resources.	

SECTION 8: School Data

		Notes
a. Building Attendance Rate	94.7%	KSDE Accountability Report
b. Building Chronic Absenteeism Rate	13.9%	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 issues?	Parent engagement, student apathy, ESOL students under served, students in trauma, increasing student mental health needs, chronic absences by some kids, bus driver and sub shortage	

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1. Can these be achieved with additional resources?	Additional resources could help with some of these issues, but not all.	ESOL - Yes, by adding staffing. Yes, adding more staffing could help with our increasing mental health needs of our students, but outside agencies would also need additional resources to help get students out of in the home quicker when trauma is occurring. Parent engagement continues to be a struggle as does student apathy and attendance. Parents are highly involved in sports and fine arts but are too busy to attend other types of parent engagement. Both the bus driver shortage and sub shortage could possibly benefit from additional resources.
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 try to help kids recover. There needs to be prevention, early detection, and intervention with trauma and mental health issues.	
b. Additional building unique items:		

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: <u>250 Pittsburg</u>	Bldg #	Grades Served:
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(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

First and foremost, student mental health and trauma in the home need to be addressed by outside agencies. Until students' basic needs are met, we will struggle to achieve academic success. Students come to us already behind in grade-level standards, and you can trace that back to early childhood needs and services not being addressed. Therefore, mandatory pre-school would be helpful. Also, special education students need more support, and special education teachers need better training on meeting various student needs. Our school also has a growing population of ESOL students that would benefit from a newcomers program to help acclimate them to our school system. Smaller core class sizes would also benefit students. This would allow us to move to a more personalized learning model and better draft their Individualized Plans of Study for post-secondary success.

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

Allocating budget to focus on prevention, detection, and intervention concerning trauma and mental health issues would be beneficial in managing and overcoming these barriers. The state must add funding to outside agencies to help solve this issue.

Allocating funds to make core classes and ESOL class sizes smaller would be impactful. It would also greatly benefit us if the state made pre-school 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.

(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.

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: 250 Pittsburg

Bldg #

Grades Served:

School: **Pittsburg Middle School**

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If the state makes pre-school mandatory and funds it appropriately, significant gains could be made. If budget was allocated to more resources at the lower-levels, we would begin to see those academic gains at the secondary level within the next 5 - 10 years. Since there are so many variables that impact student achievement, such as socioeconomic status, social-emotional health, etc, it is difficult to predict how long it would take to see significant gains.