

NEEDS ASSESSMENT

2025 - 2026 Needs Assessment for Budget Considerations

Building: DISTRICT

District Identification Number: 203

Data Review

Reviewing the year's assessment data, what steps are you taking for all students to maximize their scores?

- Revisiting MTSS guidebook and ensuring that district wide supports and resources are available and implemented
- Adopted K-8 Math resources with tiered interventions embedded
- In process of adopting Algebra 1 - Algebra 2 curriculum
- Entering into Secondary ELA adoption
- Adoption of Core Phonics curriculum for K-2 to better align with a K-5 comprehensive and coherent model
- Fully supported Middle School Science laboratory supplies
- Partnering with Solution Tree to provide more responsive instruction and ensure standards alignment

Specifically noted needs (facilities, technology, etc.)

- What we have supports these needs.
- Ongoing renewals of current software platforms

Are there targets / goals to move students out of levels 1 and 2 on state assessments (recognizing that we do not have data for this year)?

- Instructional Framework Implementation as gauged by increased coaching cycles
- All the work listed above it aimed to this goal
- Stronger MTSS protocols
- Stronger PLC processes
- Standards alignment work to ensure appropriate rigor

NEEDS ASSESSMENT

When available, data is from most recently published

- KSDE Accountability Reports/Report Card from 24-25 school year or 24-25 unofficial data if necessary. https://datacentral.ksde.org/acct_rpt.aspx

Percentage of Students with IEPs	16.2%
Percentage of students identified as Free & Reduced Lunch	28.6%
Building Chronic Absenteeism Rate	11.9%

Is every child in your school provided at least the following Rose capacities?

Sufficient oral and written communication skills to enable students to function in complex rapidly changing civilizations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient grounding in arts to enable each student to appreciate his or her cultural and historical Heritage.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.

Yes

No

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

- As we adopt high quality instructional materials we need to ensure our staff receives the appropriate training, time and support to provide alignment and understanding
- Culture of lifelong learning embedded into all aspects of our work

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

- Continue to fund and approve high quality instructional materials and accompanying professional development

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.

- Given the varying needs of students an established timeline is difficult for all to obtain proficiency

Based on your needs assessment process, what 5 things would make your district a perfect district?

- Additional funds for on-site development and coaching
- Additional funds and access to the adoption of high quality instructional materials in all content areas in shorter timeline
- Additional funds for staffing intervention support at all levels but specifically at the High School
- Additional funds for staffing an Elementary Curriculum Coordinator
- Additional funds for staffing an additional Assistant Principal at Piper High School for disciplinary and restorative justice support

NEEDS ASSESSMENT

2025 - 2026 Needs Assessment for Budget Considerations

Building: Piper Early Childhood Center

District Identification Number: 203

Data Review

Reviewing the year’s assessment data, what steps are you taking for all students to maximize their scores?

- As we took FastBridge screening for the first time this year, we gathered baseline data for goals for next year. Currently our baseline data shows an increase in students in the low risk category in math and literacy scores from fall to spring
- A small percentage of students with chronic absenteeism show lower scores. The building is exploring ways to provide support to families to ensure attendance.

Specifically noted needs (facilities, technology, etc.)

- Continue to provide iPads for teachers to administer testing.

Are there targets / goals to move students out of levels 1 and 2 on state assessments (recognizing that we do not have data for this year)?

*P4 students do not take state assessments.

When available, data is from most recently published

- KSDE Accountability Reports/Report Card from 24-25 school year or 24-25 unofficial data if necessary. https://datacentral.ksde.org/acct_rpt.aspx

Percentage of Students with IEPs	23%
Percentage of students identified as Free & Reduced Lunch	31%
Building Chronic Absenteeism Rate	5%

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Is every child in your school provided at least the following Rose capacities?

Sufficient oral and written communication skills to enable students to function in complex rapidly changing civilizations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. NA	<input type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation. NA	<input type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient grounding in arts to enable each student to appreciate his or her cultural and historical Heritage.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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. NA	<input type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market. NA	<input type="checkbox"/> Yes <input type="checkbox"/> No

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

- As we begin to give the FastBridge screener in Pre-K, we will provide all students with personalized instruction through embedded learning opportunities that are developmentally appropriate.

NEEDS ASSESSMENT

- A small percentage of students that show chronic absenteeism are missing daily instruction and play-based learning opportunities.

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

- Building principal will ensure the purchase of play-based learning items aligned to the Kansas Early Learning Standards (KELS) for each classroom.

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.

- N/A

Based on your needs assessment process, what 5 things would make your school a perfect school?

- Play-based curriculum that is aligned with the science of reading.
- Tier 2 play-based social emotional curriculum
- A protocol for families who struggle with attendance
- Birth to 3 program housed in our building to ensure our community children will receive high quality daycare services in alignment with the Kansas Early Learning Standards that are birth to age 5.
- Universal preschool program that is fully funded and not tuition based.

NEEDS ASSESSMENT

2025 - 2026 Needs Assessment for Budget Considerations

Building: Piper Prairie Elementary

District Identification Number: 203

Data Review

Reviewing the year's assessment data, what steps are you taking for all students to maximize their scores?

- MTSS protected Reading and Math times in Master Schedule
 - Two Intervention Teachers, one intervention Ai
- Update on Core for phonics
- Update on I-Ready Math Core
- Continuation of what has been established at Prairie for Progress Monitoring
- Continuation of the administration of Insights and Positive Pirate Time
- Continuation of Data PLC's

Specifically noted needs (facilities, technology, etc.)

- No facility or technology needs exist.

Are there targets / goals to move students out of levels 1 and 2 on state assessments (recognizing that we do not have data for this year)?

- On 2nd grade KAP Reading the medium on foundational skills was 16.760 out of 19.
- On 2nd Grade KAP Reading Literary Text, the mean was 5.444 out of 8
- On the 2nd Grade KAP Comprehension Informational, the mean was 5.349 out of 8

When available, data is from most recently published

- KSDE Accountability Reports/Report Card from 24-25 school year or 24-25 unofficial data if necessary. https://datacentral.ksde.org/acct_rpt.aspx

Percentage of Students with IEPs	15.7 (including Pre-K) 17.92%
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Percentage of students identified as Free & Reduced Lunch	31.4 (including Pre-K) 31.02%
Building Chronic Absenteeism Rate	20.1% (including Pre-K) 11.75%

Is every child in your school provided at least the following Rose capacities?

Sufficient oral and written communication skills to enable students to function in complex rapidly changing civilizations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient grounding in arts to enable each student to appreciate his or her cultural and historical Heritage.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

- Chronic Absenteeism, parent involvement and other language barriers.

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

- Down the road, we would like to have a third certified intervention position as opposed to two teachers and one aide.

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 not a specific time, the individual needs of students drive the need.

Based on your needs assessment process, what 5 things would make your school a perfect school?

- Implementation of 95% across all levels.
- Implementation of iReady with integrity.
- Time for collaboration with teachers.
- A focused walkthrough aligned to the new core resources.
- Increased time for PLC's.

NEEDS ASSESSMENT

2025 - 2026 Needs Assessment for Budget Considerations

Building: Piper Creek Elementary

District Identification Number: 203

Data Review

Reviewing the year's assessment data, what steps are you taking for all students to maximize their scores?

- Engage in grade level standards alignment through the PLC structure.
- Focus on Tier 1 instruction utilizing district adopted resources.
- Audit MTSS structures to ensure all students receive differentiated instruction based on their needs.

Specifically noted needs (facilities, technology, etc.)

- Student devices are aging and often unusable.
- Professional development in 95% Core for all classroom teachers.
- LETRS professional development for all.
- As a modified space, we would like to create a more elementary (warm, welcoming, storytelling, and colorful) school.

Are there targets / goals to move students out of levels 1 and 2 on state assessments (recognizing that we do not have data for this year)?

- Standards aligned Tier 1 instruction for all.
- Full implementation of 95% Group Core and I-Ready Math.
- Refocused MTSS instruction in Reading and Math.

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NEEDS ASSESSMENT

Percentage of Students with IEPs	18.96%
Percentage of students identified as Free & Reduced Lunch	33.22%
Building Chronic Absenteeism Rate	10.40%

Is every child in your school provided at least the following Rose capacities?

Sufficient oral and written communication skills to enable students to function in complex rapidly changing civilizations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient grounding in arts to enable each student to appreciate his or her cultural and historical Heritage.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

- Our ESOL population needs a systematic and evidence based resource for instruction.
- Ensuring all students receive standards based, data driven, and differentiated instruction.
- The need for more evidence based intervention resources (fluency, comprehension, and Tier 3.)

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

- More professional development resources (subs, presenters, time for collaborative planning, LETRS, etc.)

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.

- It is difficult to put an exact timeline on this work due to the diverse needs of our students and staff.

Based on your needs assessment process, what 5 things would make your school a perfect school?

- More time for PLC collaboration and learning to do the right standards alignment and data driven work.
- Ensuring strong Tier 1 instruction in all classrooms and content areas.
- All educators have access to district adopted professional development, resources, and protocols.
- Our entire staff is focused on a culture of learning.
- We would like to create a space that feels more like an elementary school (warm, welcoming, storytelling, small flex spaces with furniture, colorful, etc.).

NEEDS ASSESSMENT

2025 - 2026 Needs Assessment for Budget Considerations

Building: Piper Middle School

District Identification Number: 203

Data Review

Reviewing the year's assessment data, what steps are you taking for all students to maximize their scores?

- We will be working to adjust the master schedule to place vertically aligned content on the same planning period to allow us to articulate and assess rigor across grade levels.
- We will be finishing our Common Formative Assessments, which are currently at 50% completed for all content areas.
- We have established data access and expectations for each department moving into next year.

Specifically noted needs (facilities, technology, etc.)

- Additional PLC time would be supportive of our goals. We are transforming a space into a dedicated PLC space for the upcoming school year.

Are there targets / goals to move students out of levels 1 and 2 on state assessments (recognizing that we do not have data for this year)?

- Our goal will be to continue to move students out of Levels 1 & 2 on the state assessment and into 3 and 4 in the area of English Language Arts. We will review the scores when they are received and continue to set goals for gains. The assessments were changed by the state this year so there may be a large shift in scores so this will be considered year zero with the new assessment model.
- Our goal will be to continue to move students out of Levels 1 & 2 on the state assessment and into 3 and 4 in the area of Math. We will review the scores when they are received and continue to set goals for gains. The assessments were changed by

NEEDS ASSESSMENT

the state this year so there may be a large shift in scores so this will be considered year zero with the new assessment model.

- Our goal will be to move 30% of qualifying students to proficient on the KELPA assessment by year's end.

When available, data is from most recently published

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Percentage of Students with IEPs	15.71%
Percentage of students identified as Free & Reduced Lunch	29.81%
Building Chronic Absenteeism Rate	13.95%

Is every child in your school provided at least the following Rose capacities?

Sufficient oral and written communication skills to enable students to function in complex rapidly changing civilizations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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Sufficient grounding in arts to enable each student to appreciate his or her cultural and historical Heritage.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

- Students with unidentified disabilities who may not be receiving the needed support.
- English Language Arts does not have an adopted resource to meet our curriculum objectives.

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

- English Language Arts resource adoption.

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.

- This may not be able to be achieved with only the budget actions above. Not knowing the outcomes of the new state assessments and how the state is defining grade level proficiency it would be difficult to set this timeframe.

Based on your needs assessment process, what 5 things would make your school a perfect school?

- An English Language Arts Resource.
- A fully implemented MTSS process.
- Fully completed GVCs.
- Two plans per day for each teacher - one dedicated to PLC daily.

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- Tiered resources for all content areas and social/emotional learning.

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2025 - 2026 Needs Assessment for Budget Considerations

Building: Piper High School

District Identification Number: 203

Data Review

Reviewing the year's assessment data, what steps are you taking for all students to maximize their scores?

- Updating our Academic Seminar to facilitate Tier II Support across the building
- Identify PLC protocols around CFA data
- Progress monitoring of students receiving Tier II support

Specifically noted needs (facilities, technology, etc.)

- Need to finalize the Academic Seminar/MTSS schedule and process

Are there targets / goals to move students out of levels 1 and 2 on state assessments (recognizing that we do not have data for this year)?

- Restructuring of Tier III interventions through Math/Reading Lab & Math/ELA Direct course
- Focus on content-area vocabulary
- Increased reading & writing across all content areas

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When available, data is from most recently published

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Percentage of Students with IEPs	13.30%
Percentage of students identified as Free & Reduced Lunch	25.61%
Building Chronic Absenteeism Rate	19.62%

Is every child in your school provided at least the following Rose capacities?

Sufficient oral and written communication skills to enable students to function in complex rapidly changing civilizations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient grounding in arts to enable each student to appreciate his or her cultural and historical Heritage.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

NEEDS ASSESSMENT

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

- Understanding of academic vocabulary in all content areas;
- Protected time for Tier II interventions
- Teaching-Learning-Assessment Cycle

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

- Addition of a dedicated high school attendance secretary.
- Provision for a late-bus once a week to support after-school instructional support.
- Extra-duty pay for three teachers to provide after-school instructional support once a week (2 hours);
- Continued support of resources for professional development.
- Continued support of resources to staff building leadership teams.
- Continued support of instructional resources.

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.

- 3 years

Based on your needs assessment process, what 5 things would make your school a perfect school?

- Reduced absenteeism rate through improved monitoring of absences and tardies;
- After-school instructional support with extra-duty pay for teachers;

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- Explicit instructional routines in classrooms;
- Once a week early-release of students who meet academic and absence criteria (including tardies);
- Complete integration of core and academy classes.