

2024-2025 Building Needs Assessment for 2025-2026 Budget Considerations Lakewood Middle School (Grades 6-8)



[Lakewood Middle School 2022-23 Accountability Report](#)

School Improvement - Fundamentals

The four fundamentals are interconnected and associated with actions that each school system must implement so students can meet our state's rigorous standards.

Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
We apply an explicit, systematic, diagnostic, and cumulative approach to teaching literacy that acknowledges the value of both word recognition and oral/written language comprehension as evidenced in all grades and disciplines. ● Phonemic Awareness ● Phonics ● Fluency ● Vocabulary ● Comprehension	We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in preK-12. ● Learning Intentions ● Success Criteria ● Academic Rigor ● Scope & Sequence	We assess students for risk and standards in preK-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement. ● Formatives ● Summatives ● Progress Monitoring ● Screening ● Diagnostic	We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials (HQIM) in preK-12. ● High Expectations ● Culturally Responsive ● Differentiation ● Academic & SEL ● Student Dispositions

Communication Goals – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.
KSA ELA: Decrease % at Level 1	Our School Improvement goal is: Students will have the communication skills necessary to achieve postsecondary success as measured by a 15% decrease in the number of students performing at a level 1 on the Kansas English Assessment, resulting in a decrease from 44.92% to 29.92% by 2027. LMS has decreased the number of students scoring at a 1 by 3.25% from our baseline data in 21-22.
KSA ELA: Increase % at Level 3 & 4	Our School Improvement goal is: Students will have the communication skills to achieve postsecondary success as measured by a 10% increase in the number of students performing at a level 3 or 4 on the Kansas English Assessment, resulting in an increase from 22.02% to 32.02% by 2027. LMS has increased the number of students scoring at a 3 or 4 by 3.65% from our baseline data in 21-22.
Complex Communication Rubric: Increase % at Demonstrating Level	We had a 1.5% decrease in students performing at the demonstrating level in the complex communication rubric from 22-23 to 23-24.
Other Data	

Communication – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data? Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation	We need additional teachers to be able to meet the concerns for struggling readers. We would need to broaden our Intensive Reading scope to include	We need to have enough staff to be able to provide teachers with PLC time so they can make sure they are providing quality instruction geared towards	We need to have more dedicated time for teachers to be able to disaggregate data and more efficiently use the assessment tools available to them.	We need to have access to more quality materials that are web-based with an emphasis on grammar. IXL is a quality resource, but we

	more teachers to provide structured literacy support for students during the regular school year as well as during the summer months. Provide resources to increase compensation for instructional assistants, paraprofessionals, bilingual support staff, and general support staff. Funding is needed to provide LETRS training for special education ESL, English Language Arts (ELA), Reading, and all 6th grade teachers.	the standards. We also need funding to be able to provide summer academies for teachers to develop and refine success criteria related to the academic standards. We would also benefit from resources geared towards tier 2 and tier 3 students.	We need more quality web-based tools that allow for frequent practice on ELA standards and grammar skills. IXL was a valuable resource that we no longer have access to.	don't have the funds to support that at this time. Additional staff to offer more intervention support is needed. Additional funding for current literature that is better aligned with a variety of reading levels. We would benefit from having stipends for department heads at the middle school level to help oversee Visible Learning work.
Educator Evaluation	Teachers need time to observe colleagues in their content area (allowing self-reflection and improvement). Teachers who have been LETRS trained will need to have opportunities to model instruction and support colleagues.		We need more collaborative time built in the schedule for new teachers to work with veteran teachers on best teaching practices, including classroom management.	We need a coach or department head in each content area that would be able to provide high-quality instructional strategies and materials geared specifically toward that content area at all three tiers.
Professional Learning	Teachers will attend training to become more skilled in using the iReady Reading assessment tools. We would also benefit from revisiting Literacy First professional development and LETRS training for all staff.	Continued PD to implement Visible Learning strategies and time creating Learning Intentions and Success Criteria over the standards.	All teachers need more PLC time to develop learning intentions and success criteria with standards. Our building has made great progress with this, but we will need to continue to analyze our formative and	We need to continue our professional development in the area of Visible Learning and revisit previous professional development areas such as Literacy First, Kagan, and Safe and Civil Schools. All of those topics require time and money.

			summative data and adjust these as needed.	
Professional Collaboration	Continue providing time for Professional Learning Communities (PLC) and TEAM (students shared by same teachers) to meet and improve instruction and student interventions. We need more educators going into the profession. Currently there aren't enough certified teachers to meet the demand for teachers in Kansas. We are hiring teachers who are taking different pathways to teaching and that means these teachers will need continued PD in structured literacy. We need the funding to expand the support of our paraprofessionals in attaining their teacher license. Currently our district financially assists those taking classes and working toward their licensure. We need to expand this program.	We need to continue to provide teams, PLC time, and summer academies to allow teachers opportunities to discuss standards, align teaching, and adopt best practices.	We need more protected time in PLCs to disaggregate formative assessment data and dig deep into standards and lesson planning. This would require more available substitutes so teachers are not pulled from PLC or team time.	Teachers need to be provided with ample time to collaborate during PLCs and during summer academies. Teachers also need to be afforded the time to observe their colleagues who provide high-quality instruction. As mentioned above, more instructional coaches to coach teachers on effective classroom practices. It would also be beneficial to have the funds and subs to be able to send teachers to national conferences in content-specific areas.
Tiered System of Support	Provide opportunities for co-teaching in necessary classrooms with highest student needs. We need to increase our number of	We need time to develop intervention plans and activities to engage students at all levels of the	We need more training with iReady data to create individualized student goals to help students show growth.	We need additional staff to provide intervention time for our tier 2 and tier 3 students. We also have a need for enrichment

	support staff to meet the increasing variety of student needs. Provide more time for co-teachers to plan and collaborate.	Multi-Tiered System of Support (MTSS) structure. We were able to keep our MTSS coordinator after our Covid funding ran out and this has helped us tremendously as a Social Emotional Learning (SEL) and Academic support.	iReady has a lot of tools available, but our teachers would benefit from more training to use these tools for Tier 2 and Tier 3 students.	resources for our tier 1 students. We also need to greatly broaden the time and scope of summer school to continue high-quality instruction to students who are at-risk or below grade level.
Family, Community and Business Partnerships	Increase partnerships with families and the community to encourage positive relationships and increase student incentives (rewards).		We need more funding to host evening events to help families and the community understand the purpose of each assessment and how data is used to increase achievement levels.	We would benefit from community entities partnering with the school to provide high quality instructional experiences. We have partnerships with the Lakewood Discovery Center and the Salina Arts commission and students often view these instructional experiences as meaningful.

Critical Thinking Goals – Data Review:

	Current State: <i>Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.</i>
KSA Math: Decrease % at Level 1	Our School Improvement goal is: Students will have the critical thinking skills to achieve postsecondary success as measured by a 15% decrease in the number of students performing at a level 1 on the Kansas Math Assessment, resulting in a decrease from 45.62% to 30.62% by 2027. LMS has decreased the number of students scoring at a 1 by 6.62% from our baseline data in 21-22.
KSA Math: Increase % at Level 3 & 4	Our School Improvement goal is: Students will have the critical thinking skills to achieve postsecondary success as measured by a 10% increase in the number of students performing at a level 3 or 4 on the Kansas Math Assessment, resulting in an increase from 16.75% to 26.75% by 2027.

	LMS has increased the number of students scoring at a 3 or 4 by 7.58% from our baseline data in 21-22.
KSA Science: Decrease % at Level 1	Our School Improvement goal is: Students will have the critical thinking skills to achieve postsecondary success as measured by a 15% decrease in the number of students performing at a level 1 on the Kansas Science Assessment, resulting in a decrease from 50.89% to 40.89% by 2027. LMS has decreased the number of students scoring at a 1 by 2.89% from our baseline data in 21-22.
KSA Science: Increase % at Level 3 & 4	Our School Improvement goal is: Students will have the critical thinking skills to achieve postsecondary success as measured by a 10% increase in the number of students performing at a level 3 or 4 on the Kansas Science Assessment, resulting in an increase from 18.29% to 28.29% by 2027. LMS has increased the number of students scoring at a 3 or 4 by 5.71% from our baseline data in 21-22.
Critical Thinking Rubric: Increase % at Demonstrating Level	We had a 9.4% increase in students performing at the demonstrating level in the critical thinking rubric from 22-23 to 23-24.
Other Data:	

Critical Thinking – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation	We would like to provide more opportunities for project based learning to support literacy and critical thinking for students. This would require some professional development funds and time to have	We need to have enough staff to be able to provide teachers with PLC time so they can make sure they are providing quality instruction geared towards the standards. We also need funding to be able to provide summer academies	We need to have more PD so teachers can disaggregate data and more efficiently use the assessment tools available to them. We need more quality web-based tools that allow for	We need additional resources in the area of science. Resources like IXL and Gizmos have been lost due to budget concerns. IXL was a quality resource aligned to standards that helped with Kansas State

	more teachers trained in project based learning. Finding high quality educators in the STEM areas is extremely difficult with the current teacher shortage in Kansas. Finding ways to draw experienced educators to Salina is a priority.	for teachers to develop and refine success criteria related to the academic standards. iReady is a powerful program that can provide Tier 2 and Tier 3 support. We could use more training to ensure we are unlocking the full power of this program. We also need to provide teachers new to the profession with time to get familiar with the standards, learning intentions, and success criteria and develop critical thinking opportunities for students based on them. (same as communication)	frequent practice on science standards and math skills.	Assessment (KSA) preparation.
Educator Evaluation			We would benefit from more instructional coaches to help our new teachers with best practices, differentiate instruction, and classroom management. They would also help with analyzing the data from our many assessments and creating and teaching intervention groups based on the data.	We need a coach or department head in each content area that would be able to provide high-quality instructional strategies and materials geared specifically toward that content area at all three tiers
Professional Learning	Provide professional development on how to	Continued professional development (PD) to	We need more staff and teachers to allow for more	We need to continue the process of developing

	connect critical thinking skills to literacy skills.	implement Visible Learning strategies and time creating Learning Intentions and Success Criteria over the standards. We would also benefit from PD on the resources available in iReady for Tier 2 and Tier 3 students.	flexibility within the schedule to allow for novice teachers to observe mentor teachers.	success criteria based on the standards. Continuing with the Visible Learning process, we need to fully develop the “why” behind each learning intention.
Professional Collaboration	Teachers collaborate with others to share resources and ideas on how they were able to support higher thinking skills. If we have a continued teaching shortage then we will have to explore ways to allow for some on the job training. Currently we have some new teachers who are pursuing a pathway to teaching co-teach some hours to see quality instruction modeled. This will be increasingly necessary if the shortage continues.	We need to continue to provide teams, PLC time, and summer academies to allow teachers opportunities to discuss standards, align teaching, and adopt best practices.	We need more protected time in PLCs to disaggregate formative assessment data and dig deep into standards and lesson planning. This would require more available substitutes so teachers are not pulled from PLC or team time.	We need to continue to have the necessary staff to provide teachers with the time to collaborate in professional learning communities. We are facing the challenge of having fewer teachers available who are certified in the areas of Math and Science and we have more non-traditional educators who are trying to learn the art of teaching on the job. This requires mentorship from experienced quality educators and that requires flexibility in the schedule for observation and coaching.
Tiered System of Support	Resources to support students who struggle with literacy and critical thinking skills in smaller settings to encourage growth.	We need time to develop intervention plans and activities to engage students at all levels of the MTSS structure.	We need more training with iReady data to create individualized student goals to help students show growth. iReady has a lot of tools available, but our teachers would benefit from more	In the area of Math, we begin each school year with a minority of our students performing where they are expected to be. This means more students need intervention which can only be done during the school day, afterschool, or during

			training to use these tools for Tier 2 and Tier 3 students	the summer. As students fall further behind this leads to additional student frustration and an increased likelihood of students not wanting to participate. Additional staff to provide intervention could help remedy this problem.
Family, Community and Business Partnerships	Encourage students to discuss critical thinking skills in a home environment.		We need more funding to host evening events to help families and the community understand the purpose of each assessment and how data is used to increase achievement levels.	We need family support for increasing the value of education and time in school. Less mobility during a school year and more focus on fundamentals at home.

Social-Emotional – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.
Social Emotional Behavior Offenses: Decrease number of offenses	Our School Improvement goal is: Students will have the social emotional skills to achieve postsecondary success as measured by a 15% decrease in the number of social emotional behavior offenses, resulting in a decrease from 736 to 626 by 2027. LMS has seen a 47.9% increase in the number of social-emotional behavior offenses from our baseline data in 21-22.
Chronically Absent: Decrease %	Our School Improvement goal is: Students will have the social emotional skills to achieve postsecondary success as measured by a 20% decrease in the number of students who are chronically absent, resulting in a decrease from 33.5% to 13.5% by 2027. LMS has seen a decrease of 10.76% in the number of students who are chronically absent from our baseline data in 21-22.
Self-Directed Learning Rubric:	We had 19.2% of our students scoring at a demonstrating level in the self-directed learning rubric in the baseline year of 23-24.

Increase % at Demonstrating Level	
Other Data:	

Social-Emotional – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation	Provide funding for additional teachers to allow for smaller class sizes. (The smaller the class size, the more comfortable students are to share and make mistakes, which translates to a more community atmosphere. This allows increased social-emotional connection). Provide funding for an extended school year and opportunities to learn, following the same consistent structure of the regular school year.	Provided curriculum to align social emotional skills for students across the building and Middle Schools. (Be Good People curriculum)	Currently we use our discipline and attendance data for SEL measures. Summer school would benefit from a heavy SEL curriculum for students who have been suspended or have repeated SEL concerns over the course of the year.	We would benefit from a quality SEL curriculum that middle school students find relevant and engaging.
Educator Evaluation				
Professional Learning	Teachers attend training on social-emotional topics, such as trauma-informed, brain research, and calming strategies.	Curriculum training for Social Emotional learning.	Professional development options to attend to learn about the different tools available for use in assessing SEL risks or needs.	Our educators and administrators strive to stay on top of best practices when it comes to teaching SEL skills. This is one area where teachers are uncomfortable and the needs are too great to be

				addressed solely by counselors and social workers.
Professional Collaboration	Teachers share strategies for self-care. Teachers share effective strategies for communicating with specific students (what works best with the student). We need a structure for novice teachers to observe mentor teachers who are skilled in the area of classroom management.	We need to continue team time so that teachers can collaborate about student needs and also so that teachers have opportunities to meet with students about social/emotional needs. Team time is also essential for the Student Improvement Team (SIT) process, but can't happen without enough qualified teachers.	Protected time in interdisciplinary teams of teachers with the same set of students to evaluate students.	As mentioned, several times already, we need consistent time where teachers can meet with their interdisciplinary team to create plans for students with high SEL needs.
Tiered System of Support	Provide opportunities for students at various levels of social/emotional needs to meet with varying degrees of support such as advisory groups with matched social/emotional needs, more partnering with positive peers (bigs) or adults. Cultivate opportunities for safe adults in the community to nurture the social/emotional needs of students within an academic setting to encourage a positive outlet.	Continued services with Central Kansas Mental Health to provide students with opportunities to improve their Social/Emotional well-being.	Protected team time so teachers have time to determine which students need tiered supports and in which classes.	Behavioral interventionists are a need to implement Tier 2 and Tier 3 groups throughout the school day.
Family, Community	Provide more access to CAPS(Child Advocacy and Parenting Services), public	N/A	Continued collaboration with Central KS Mental Health, CAPS, public library,	We need families to stress the importance of daily attendance to their

and Business Partnerships	library, health department, Central Kansas Mental Health both for students during the day and for students and families throughout the day.		health department and other outside community resources.	students. Many of our students with behavioral issues are also on the chronic absenteeism list.
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State Outcomes – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable. (Not all areas are applicable to each building – only complete ones of relevance.)
Civic Engagement	Civics Club has become an increasingly popular “Friday Club” at Lakewood Middle School for students to participate in. It has become a priority for the building to intentionally create opportunities for students to take ownership in the improvement of both their building and community. Highlighting our successes includes the growth of our Friday Civic Club, partnering our civic club with our building student government, and creating a building-wide achievement club that incentivizes students to perform both academically and socially-emotionally. Ingrained in the membership of our achievement club, students are required to perform a civic act to gain acceptance at the top two levels. Finally, Lakewood is proud to be a recipient of the 2023-2024 KSDE Civic Advocacy Network Award. Areas of growth include extending the Friday Civic Club to the sixth grade level and incorporating civic themed lessons throughout the curriculum.
Graduation Rate	NA
Postsecondary Effectiveness	NA

State Outcomes – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data? Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation	Transition Lakewood Civics Club from an informal Friday student led club to a recognized, funded, district club.	Whether locally created or purchased, create a tiered curriculum advancing from sixth to eighth grade.	Create a tool to collect feedback from high school/higher learning /community business on what is needed from youth in the community and how	Creation of civic themed lessons in all content areas and delivered once per quarter.

			to prepare youth to be active in their community.	
Educator Evaluation	Interested staff are provided with opportunities to attend KSDE Civics Conference/Network or work with colleagues from other schools.			
Professional Learning	Students provided with opportunities to visit other civic-themed schools and learn from their programs. Civic instructors provided opportunities to attend Civic Conferences.	Continue with Summer Academies for alignment.		
Professional Collaboration	Create a Salina/LMS panel that brings the needs of both together and helps guide projects moving forward.	Continue with Summer Academies for alignment.		
Tiered System of Support	Similar to department curriculum, there would be a tiered level of opportunities from 6th to 8th grade.	Linear curriculum that follows a standard progression to make it easier for interventions to occur.		
Family, Community and Business Partnerships	Bring community vocational/professional partners into the building to work with students.			

Rose Capacities:

Educational Capacities (pursuant to K.S.A 72-3218): How are you ensuring every child in your school is provided at least the following capacities?	
1. Sufficient oral and written communication skills to enable students to function in	Lakewood has implemented a unified approach to writing across ELA, Reading, Social Studies, and Science courses using the Introduce, Cite, Explain (ICE) writing strategy.

complex and rapidly changing civilization.	8th grade Digital Literacy focuses on digital citizenship lessons that promote being better online citizens, communicating with email, understanding social media, and the dangers of online scammers. Lakewood has implemented a school-wide ELA/Reading intervention program to address the written communication needs of Tier 2 students. Our staff needs further training on building-wide reading and writing strategies through professional development. Ideally, we would have additional staff to provide classes for intensive ELA/Reading classes at all levels, and additional staff to provide elective classes that include but are not limited to Speech, Debate, Forensics, Drama, Life Skills, and Foreign Language.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Our Social Studies curriculum thoroughly covers world, national, and local economic, social, and political systems. Our 6th grade World History curriculum covers ancient civilizations. Our 7th grade curriculum covers Kansas History, Geography, and Economics. Our 8th grade curriculum covers American History and government. The 8th grade government unit covers civic engagement of citizens, powers of the three branches of government, and how they check and balance each other. Our 8th grade Career & Life curriculum uses Xello to create a plan of study from student interests and teaches students to make a budget. We also recently received the Civic Advocacy Network (CAN) award from KSDE for our work in Civics.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	This is met through our Social Studies curriculum. While 6th grade has a focus on World History, it does teach different types of governments compared to current systems and early foundations of democracy, including the rights and responsibilities of citizens. 7th Grade focuses on Kansas History, with an emphasis on the creation of Kansas state and local governments. 7th Grade Geography examines all political systems including students creating their own political system. 8th Grade focuses on U.S History, the Constitution, and our three branches of government. All three levels study aspects of the Constitution during the week of Constitution Day. 7th and 8th grade Social Studies teachers collaborate during elections to cover the voting processes through simulation. 8th Grade Social Studies curriculum includes weekly current events assignments and discussions. The Student Council holds elections each year for student government.

	Lakewood's Friday club offerings include a Civic Engagement club where students have the opportunity to research, plan, and carry out services for both Lakewood and Salina. We also recently received the CAN (Civic Advocacy Network) award from KSDE for our work in Civics. While there isn't much participation locally, our students would benefit from networking with other schools in implementing the United Nations Global Goals program.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	This is currently addressed through the health curriculum. Specialized lessons addressing common building behaviors are created specifically for the needs of Lakewood. The counseling department provides direct links to students for meeting requests. All 6th graders take a year of physical education and 7th and 8th graders each take a semester. We have a school counselor for each grade level, one social worker, and a behavioral interventionist to support students. We have a partnership with Central Kansas Mental Health and have a therapist on site one day a week. Qualifying students can work with one of our two case managers that work with their students throughout the day. All three grades are provided instruction on the impacts of drugs and alcohol through a program called Project Alert.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	We are fortunate to be able to offer many classes in the fine arts. Art 6-8, Orchestra, Music, Vocal, Band, Jazz Band, and Guitar, and Advanced Guitar are all offered. Our 7th graders have the opportunity to take a field trip into our community that combines art with being a culturally-aware citizen. The field trip focuses on the city of Salina's historic downtown area, Smoky Hills Museum, Salina Arts Center, and the Salina Symphony. 7th grade students participate in a Kansas Day activity with a local musician. Students learn about Kansas through songs. 7th grade students participate in a Dust Bowl activity in which they learn about the history of the Dust Bowl in Kansas through songs, art, and writing. The final project for the week is that students create a persona and postcard from the time period that highlights the difficulties of the time.

	Desired: We need to maintain all of the above electives and activities and would like to be able to offer more electives in the fine arts. Classes like theater and forensics are offered at the high school level, but middle school students would benefit from an introductory class for these activities.
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.	All 8th grade students take Career & Life, where they begin to explore career opportunities and begin work on their Individual Plans of Study. We offer Tech Ed classes to build vocational skills and introduce students to vocational opportunities. Students have the opportunity to participate in the robotics program where they build complex robots using different materials and develop coding skills to operate the robots. This program continues at the high school. Our FACS classes examine a variety of life skills, including garment manufacturing, food preparation, budgeting, etc. Our special education students develop employment skills by operating a coffee bar. Desired: More introductory classes would be beneficial to our students. Computer programming and drafting are two fields that are in high demand and introductory classes in these fields would perhaps capture student interest and encourage them to continue these fields at the high school level.
7. 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.	See the above response.

Building Barrier Statement:

What are the barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment?
Last year, 22.74% of our students were chronically absent. Like most other districts around the nation, we are also dealing with a sharp rise in social-emotional issues with students. When a student isn't at school, it is impossible to ensure they have the adequate skills

necessary to have success in school. When a student has social-emotional issues, it can often lead to distractions within the classroom or force a student to be removed from the room, which again leads to academic loss.

The increase in student mental health concerns, along with the other issues mentioned above, has led to an increase in demands on staff and in turn, has impacted staff mental health.

Teachers have also seen their stress levels go up due to issues like staff shortages. It is extra work for a teacher to be gone and prepare for a sub, and subs are scarce and often don't have the same level of training as a full-time classroom teacher.

Additionally, because of all of the job demands, we are seeing fewer students graduate from state colleges with an education degree. This makes it difficult to fill existing positions. There are not enough certified teachers to fill all of the vacancies in Kansas so we have had to be creative in how some of our classroom positions have been filled.

Also, despite having more ways than ever to communicate, we have struggled to engage and involve some of our parents. We would benefit from having more parenting classes in the community, especially for families of students who have challenging behaviors both at school and at home.

Needs:

Having additional staff to work with students who are having social-emotional concerns would help these students remain in class more often and decrease interruptions in the classroom. With additional staff, we would be able to increase the capacity of our after-school program, and add time to the school day for students who are chronically absent or missing critical skills. We also need support staff any time students are in the building. Oftentimes counselors and other support staff are needed during the after-school program for discipline support.

Currently we have the after-school staff and funds to provide homework help, but ideally we would have more staff and more funds to be able to offer a "credit recovery" type class where students could work on specific skills in their core classes. This could potentially allow for students to improve their previous nine weeks grade and help them maintain eligibility.

Lastly, we think it would be beneficial to have classes for parents to help them navigate parenting a middle schooler. CAPS currently does this, but we may be able to reach more parents if it were offered at the school.

Academic

We have an especially difficult time getting subs for our building. The majority of our vacancies are being filled by our own staff during their PLC or Team times. This is not ideal since missing out on PLC time cuts into the opportunity for teachers to look at student data, develop intervention materials for Tier 2 and Tier 3 students, and align instruction. When teachers have to sub on their plan, we also have staff that are becoming burnt out from doing grading and planning on their own time.

We need additional qualified staff to serve students and families.

- Increased Staffing - paraprofessionals/teachers.

Finding qualified applicants in education is a challenge. Many candidates who take a transitional path to teaching require a lot of training on the job. Also, state universities are seeing fewer college students enter into the teaching profession at the same time we are seeing more staff retire. This shortage in qualified professionals will be felt by students. We need to make the job of teaching more lucrative to attract young people to the profession. As mentioned above we continue to have the need for more subs.

- Increased funds for technology.

We need consistent academic support for students who are below grade level. It usually takes staff a full academic year to become completely comfortable with a new curriculum or resource. Programs like iReady have been a big help for our building. We need additional resources like IXL for ELA and Science.

- Increased summer school budget.

The only way to close academic gaps for some of our students will be through intensive year-long schooling. This will require more staff and a bigger budget.

- Family transportation issues.

Chronic absenteeism will be improved by offering families transportation to school.

- Increased mental health support.

We have seen a dramatic increase in the need for mental health support over the last few years. Mental health issues need to be addressed before meaningful learning can take place. Schools need access to more qualified people who can provide these services.