2024-2025 Building Needs Assessment for 2025-2026 Budget Considerations
Oakdale Elementary School (Grades PreK-5)

[Oakdale Elementary 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 25% at Level 1	2021-2022: 33% of students scored at a level 1 on the KSA ELA Assessment 2022-2023: 41% of students scored at a level 1 on the KSA ELA Assessment 2023-2024: 38% of students scored at a level 1 on the KSA ELA Assessment 3rd grade had a decrease of 23% scoring at level 1. 4th grade had a decrease of 1% scoring at level 1. The subgroup of students with disabilities saw a 9% drop. Subgroups of free and reduced lunch and Hispanic students will be an area of growth. While we have had groups that have seen decreases, collectively as a whole, this is a continued targeted area for growth. Stability with our instructional coach moving forward will help to support cohesive Tier 1 instruction.
KSA ELA: Increase 25% at Level 3 & 4	2021-2022: 24.7% of students scored at a level 3 or 4 on the KSA ELA Assessment 2022-2023: 21% of students scored at a level 3 or 4 on the KSA ELA Assessment 2023-2024: 25.5% of students scored at a level 3 or 4 on the KSA ELA Assessment 3rd grade had an increase of 18% scoring at levels 3 & 4. 5th grade had an increase of 3% scoring at level 4. Overall, there was a 0.7% increase in students scoring at a level 3 or 4. The subgroup of students with disabilities saw a 3% increase at levels 3 & 4. Subgroups of free and reduced lunch and Hispanic students will be an area of growth.
Complex Communication Rubric: Increase 4% at Demonstrating Level	12.8% of students are scoring at the Demonstrating level.
Other Data	Additional State Assessment Findings: Improvements (or held steady) in the overall median score for ELA in grade 3-5. Median scores are closer to that of District and State. iReady: Fall 2023 to Spring 2024 ● (Tier 3) At-Risk students: Two or more grade levels below) Fall 41%, Spring 12% The number of students in Tier 3 decreased from 41% to 12% ● (Tier 2) One grade level below): Fall 51%, Spring 41% The number of students in Tier 2 decreased from 51% to 41% ● (Tier 1) Mid-grade level or above grade level: Fall 8%, Spring 47% The number of students in Tier 1 increased from 8% to 47%

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	Have: HMH resource; additional teachers (title and at-risk) and coaches to help support; literacy pulled into other content areas (English Language Learner (ELL), SEL, library, science/social studies); special education ability to deliver explicit, systematic instruction Need: Science and social studies resources that support structured literacy fundamentals	Have: PLC time to look at HMH resource to ensure alignment with KS standards for each module; ability to choose standards based on data points; scope and sequence document that is accessible by all teachers Need: Suggested block of time that is consistent across the building for reading instruction to occur so that all teachers become teachers of reading for that time	Have: iReady, literacy tasks, interims, mini-tests, authentic formatives, KELPA Need: Maintain iReady; continued review of data to determine assessment effectiveness; need for quality substitutes to support teachers' ability to assess students - the lack of substitutes creates a situation where interventionists are pulled to cover classrooms resulting in students not receiving consistent instruction to help fill their learning gaps	Have: Visible Learning, HMH Resource, UFLI, specially designed instruction, iReady lessons, Kagan, LETRS Need: Modified curriculum to support some of our most struggling learners
Educator Evaluation	Have: Discussions and reflection about assessment data during teacher appraisals; discussions about assessment data during PLCs and coaching conversations	Have: Discussions about assessment data during PLCs and coaching conversations; walk-through data Need: Discussions as administrative teams to find ways this can be embedded into the appraisal process	Have: Discussions about assessment data during PLCs and coaching conversations	Have: Discussions and reflection about assessment data during teacher appraisals; discussions about assessment data during PLCs and coaching conversations; walk-through data
Professional Learning	Have: LETRS training offered for all staff; instructional coaching to	Have: Visible Learning - Learning Intentions and Success Criteria (LI/SC)	Have: Training for all staff on new assessments; yearly reviews of assessment	Have: Training for new staff on materials and resources at building and district level;

	support individual or grade level needs Need: Additional staff development time to address building and individual grade level needs to support structured literacy, additional information from staff development survey to help give insight into staff needs	Need: Additional staff development time to ensure all understand and can unpack their standards and can identify key concepts in each	protocols; training for all new staff on long established assessments	LETRS strategies and knowledge is being implemented by staff that have been trained which brings high quality, research-based strategies to support reading instruction Need: Additional staff development time to address building and individual grade level needs to support quality instruction
Professional Collaboration	Have: PLCs for discussion about strategies to support structured literacy needs Need: Additional time to collaborate to discuss what we know and how it connects to new learning; vertical and horizontal collaboration	Have: PLCs to discuss standards and data Need: Vertical and horizontal alignment discussions across the building and district; SEL standards collaboration; time for specials and specialists to have their own PLCs at building level	Have: PLC data conversations Need: Vertical and horizontal alignment discussions across the building and district	Have: Integration of ELA instruction into other content areas; PLCs with focus on instruction and strategies Need: Vertical and horizontal alignment discussions across the building and district
Tiered System of Support	Have: Scheduled time for MTSS to support needs in literacy Need: Continued flexibility to use allocated time to meet the needs of the grade level learners; continued time provided to ensure reteaching is occurring at a Tier 1, 2, or 3 level,	Have: Heavier focus on ensuring a highly effective Tier 1 is in place	Have: Diagnostic screeners to help determine student needs for MTSS Need: More continuity with what this looks like between buildings that is data driven to support student needs	Have: Scheduled time for MTSS to support needs in literacy that is highly structured to reflect best practices Need: Discussions and decisions as building and district about which resources should be used to support which tiers

	depending on what data shows			
Family, Community and Business Partnerships	Have: XCel workers to help support learning in kindergarten Need: Additional supports for primary grades similar to what kindergarten has to help support the structure literacy needs of students; increased communication and resources for parents about student's level and links to online resources to help support student learning from home	Have: Documents sent home quarterly that help parents understand standards taught during the quarter Need: Continued communication with community regarding LI/SC; editing of quarterly statements to be in more parent-friendly terms	Have: Data sheets that are sent home with students so families are informed of various assessment results Need: Ability to better educate families on ways they can help support their learner at home to prepare for assessments	Have: Communication with families during school engagement events that help to explain instructional practices used and how they can be supported at home; Site Council updates on new and continuing instructional practices to support students' success in reading Need: Increased accessibility to resources for parents about student's level and links to online resources to help support student learning from home

Critical Thinking 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 Math: Decrease 15% at Level 1	2021-2022: 48% of students scored at a level 1 on the KSA Math Assessment 2022-2023: 34% of students scored at a level 1 on the KSA Math Assessment 2023-2024: 41% of students scored at a level 1 on the KSA Math Assessment 14% decrease from 2021-2022 to 2022-2023. 7% decrease seen from 2021-2022 to 2023-2024. 3rd grade as a subgroup saw a 11% decrease. Subgroups of free and reduced and students with disabilities saw a decrease.
KSA Math: Increase 20% at Level 3 & 4	2021-2022: 22.1% of students scored at a level 3 or 4 on the KSA Math Assessment 2022-2023: 26% of students scored at a level 3 or 4 on the KSA Math Assessment 2023-2024: 22.7% of students scored at a level 3 or 4 on the KSA Math Assessment Level 3 increased by 3.3%. Level 4 increased by 0.26%.

	3% increase seen from 2020-2021 to 2022-2023. A targeted area for growth is seen due to there not being very much increase in the areas we need the most growth to be made, specific to our subgroups. 3rd grade - 7% increase 5th grade - 3% increase Subgroup of students with disabilities showed an increase. Area for growth will be subgroups of free and reduced and Hispanic students.
KSA Science: Decrease 20% at Level 1	2021-2022: 52% of students scored at a level 1 on the KSA Science Assessment 2022-2023: 39% of students scored at a level 1 on the KSA Science Assessment 2023-2024: 43% of students scored at a level 1 on the KSA Science Assessment 9.3% decrease from baseline 2021-2022 to 2023-2024. Decrease seen in subgroup of free and reduced students. Other subgroups will need to be monitored as there is not sufficient timeline data to determine needs.
KSA Science: Increase 25% at Level 3 & 4	2021-2022: 22% of students scored at a level 3 or 4 on the KSA Science Assessment 2022-2023: 27% of students scored at a level 3 or 4 on the KSA Science Assessment 2023-2024: 17% of students scored at a level 3 or 4 on the KSA Science Assessment 5.5% decrease from baseline 21-22 to 23-24. Concern in the decrease and low percentage in 3's & 4's - need additional resources (ex: mini tests)/focus on science state assessment and additional resources and supports built in for Tier 1 science instruction.
Critical Thinking Rubric: Increase 4% at Demonstrating Level	This will be an area of growth, as current state has 0% of students scoring at the Demonstrating level
Other Data:	iReady: Fall 2023 to Spring 2024 ● (Tier 3) At-risk students: Two or more grade levels below) Fall 41%, Spring 12% The number of students in Tier 3 decreased from 41% to 12% ● (Tier 2) One grade level below: Fall 51%, Spring 41% The number of students in Tier 2 decreased from 51% to 41% ● (Tier 1) Mid-grade level or above grade level): Fall 8%, Spring 47% The number of students in Tier 1 increased from 8% to 47%

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		Have: Teacher manuals from Eureka Math Squared have Achievement Descriptors for each module/lesson that are standards focused; Visible Learning - learning intentions and success criteria	Have: Eureka Math Squared daily exit tickets; Eureka Math Squared district wide module assessments; K-3 district-wide Fact Fluency Assessments (progress monitoring); iReady diagnostics 3 times a year Need: Progress monitoring for concepts outside of fluency standards, science assessments/practice tests for state assessments; need for quality substitutes to support teacher's ability to assess students - lack of substitutes creates a situation where interventionists are pulled to cover classrooms resulting in students not receiving consistent instruction to help fill their learning gaps	Have: New Eureka Math Squared teacher manuals, student workbooks and manipulatives; Visible Learning; Reflex math fluency program; iReady individualized path; integrating core curriculum into specials (ex: math concepts used in science lessons - performance assessments and data talks from Great Minds for Eureka Math Squared) Need: Funding to continue to have Reflex math fluency program
Educator Evaluation		Have: PLC discussions regarding standards taught/assessed on lessons in modules to evaluate	Have: PLC discussions regarding assessment data and evaluating instruction happening	Have: Building leadership team learning walks to encourage quality instruction

Professional Learning		Have: PLC time for discussion on Learning Intentions/Success Criteria; training with Corwin representative on Learning Intentions/Success Criteria Need: More professional development and PLC time for Eureka Math Squared training	Have: Leadership Team meets with iReady consultant to look at data from diagnostics and what the program provides Need: Training for new teachers on iReady, PD on different assessment methods/measures and data collection	Have: Instructional coaches meet and work with teachers to encourage quality instruction Need: The ability for building leaders to focus on instruction by being in classrooms which would require a better balance of management leadership vs. instructional leadership when additional building needs (such as increased demand for behaviors support, more specialized resources, or greater staff coordination) are introduced. It can present significant challenges for leadership to be present and effective in classrooms.
Professional Collaboration	Need: Vertical alignment discussion on vocabulary and the progression of math and science vocabulary throughout grade level standards/concepts/ curriculum	Have: Math PLCs with homeroom teachers, SPED, at-risk, title, grade level collaborations to discuss curriculum and instruction Need: Time to collaborate on learning intentions and success criteria; PLC time with specials teachers, especially science	Have: PLC discussions on data; data dives with assessment results from various types of assessments	Have: PLC discussions with homeroom teachers, SPED, at-risk, title, grade level collaborations to discuss appropriate differentiation for groups of students Need: The opportunity for vertical alignment to happen; the opportunity for special education teachers and homeroom teachers to collaborate and understand structure for quality instruction within both the

				general education and special education classrooms
Tiered System of Support		Need: Heavier focus on Tier 1 and maintaining rigor with exposing all students to grade level standards and material	Have: Use data from various assessments to drive intervention instruction	Have: Math intervention time in our schedule for K-5 which utilizes homeroom teachers, SPED teachers, at-risk staff, and instructional assistant Need: More focused and data driven approach on student needs to create a system that is flexible with changing with student needs
Family, Community and Business Partnerships		Need: Communicate with and educate parents and community about learning intentions and success criteria updates		Have: Family Math pages from Eureka Math Squared that go home at the beginning of each topic with explanation and application; Site Council updates on new and continuing instructional practices to support students' success in reading Need: Video/communication to families explaining math concepts being taught/areas of focus

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	2021-2022: 96 social-emotional behavior offenses 2022-2023: 160 social-emotional behavior offenses 2023-2024: 167 social-emotional behavior offenses This will be an area for growth, as we have seen a significant increase in social-emotional behavior referrals across all groups and grade levels. As this is an area that we continue to see a negative increase, significant resources and collaboration is needed to help address our growing need, as we know that academic achievement and growth is difficult to achieve when significant behaviors interrupt.
Chronically Absent: Decrease 15% over 5 years	The building has seen an 8.7% decrease in chronic absenteeism compared to the previous year.
Self-Directed Learning Rubric: Increase 4% yearly at Demonstrating Level over 5 years	5.7% of students are scoring at the 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		Have: Second Step resource aligned to standards Need: There is a need to review the current Second Step resource to ensure that it is still addressing	Have: District provided rubric for assessment of student need; Ages and Stages Questionnaire (ASQ)for PreK and Kindergarten; Belonging data	Have: Learning Disposition posters for each learning space; Tier 2 and Tier 3 social skills groups; SEL time scheduled for all homerooms; Preschool available for At-Risk and

		social-emotional needs of students at the Tier 1 level	Need: Continued growth with the pool of teachers who provide feedback on students' self-directed learning rubric	children identified as having special needs Need: Continued funding to support positions that help address the SEL needs of students; additional resources, strategies or programs to help address the growing Tier 2 and Tier 3 SEL and behavior needs of students; analyze the transition between programs to ensure student readiness for the current ½ day program - currently we have students who were receiving services in another program for a very shortened amount of time (2 days for 1.5 hours) and moved then directly into a classroom of 11 other students for 3 hours, 4 days a week. This creates significant challenges, as the students haven't had the chance to build stamina, nor is the setting/support at the same level of intensity.
Educator Evaluation			Have: Teacher appraisal system that gives feedback on social-emotional wellness in their classroom	Have: Teacher appraisal system that gives feedback on social-emotional wellness in their classroom

			Need: Additional tools for gathering data to identify specific needs of students	
Professional Learning		Have: Conscious Discipline training for many; trauma training for many; SEL courses offered by district for staff development Need: Continued professional development for addressing Tier 2 and Tier 3 needs	Have: Training and review yearly for staff on completion of data collection tools	Have: Many teachers have completed training in Conscience Discipline; continued staff development focus and course offerings to help support the SEL needs of students Need: Conscious Discipline training for all staff; additional training for staff on Tier 1 supports for their classrooms
Professional Collaboration		Have: PLCs for our student support staff; School Within a School (SWIS) visit to Leavenworth to gain insights on a program that helps to address Tier 2 and Tier 3 needs of a small group of students in a location other than their homeroom Need: Collaboration needed to develop plan for potential SWIS pilot		Have: PLCs for student support staff to develop their skills; SIT meetings Need: Additional resources, strategies or programs to help address the growing Tier 2 and Tier 3 SEL and behavior needs of students
Tiered System of Support	Need: Additional instructional resources for general education teachers and specialists that support Tier 1, Tier 2, and Tier 3	Have: Central Kansas Mental Health Center (CKMHC); social skills groups; SIT meetings		Have: Data driven team that determines and delivers SEL supports for Tier 1, 2, and 3; student support team; Preschool available for at-risk and

	social-emotional needs of students.			children identified as having special needs Need: Additional resources, strategies or programs to help address the growing Tier 2 and Tier 3 SEL and behavior needs of students; analyze the transition between programs to ensure student readiness for the current ½ day program - currently we have students who were receiving services in another program for a very shortened amount of time (2 days for 1.5 hours) and moved then directly into a classroom of 11 other students for 3 hours, 4 days a week. This creates significant challenges, as the students haven't had the chance to build stamina, nor is the setting/support at the same level of intensity.
Family, Community and Business Partnerships		Have: CKMHC partnership Need: Additional offering for parents and community to support Conscious Discipline practices		Have: Student of the Month assemblies; business partnerships that support students during family engagement opportunities; Big Brothers/Big Sisters partnership for school-based Littles

				Need: Continued building of partnerships with menta; health providers to increase offerings to students and families

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	Social studies lessons are provided to all students K-5. ELA curriculum embeds foundational concepts of economics, social and political systems. Second Step curriculum helps to reinforce and teach responsible decision making and social awareness. K-5th graders participate in activities appropriate for their grade level during Constitution Week. 5th graders are provided "leadership" time for participation in activities that help to engage them civically. The building also connects with community partners and finds ways to help students give back to others through creation of cards, invitations for guest speakers, and our school garden.
Graduation Rate	N/A
Postsecondary Effectiveness	N/A

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	Have: Resources to use for social studies instruction by our specials teacher Need: Social studies resource to support civic engagement in general education classrooms	Need: Exposure for all staff to building knowledge of civic engagement expectations and standards		Have: Direct instruction time regarding social studies provided by one of our specials teachers Need: Time built into the day for homeroom teachers to provide social studies instruction

Educator Evaluation				
Professional Learning				Have: The specials teacher instructing social studies collaborate with other social studies teachers in our district Need: Specials teachers need additional opportunities, to collaborate, plan, and attend professional development
Professional Collaboration		Need: Additional time for general education teachers to collaborate to create lessons to engage students and increase their understanding of civic responsibility		Need: Specials teachers need additional opportunities to collaborate and plan
Tiered System of Support				
Family, Community and Business Partnerships				

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 complex and rapidly changing civilization.	Oral and written communication skills are being taught in whole group reading, writer's workshop, and in small group reading for all students in the general education setting. ● Oral and written communication skills are assessed using district rubrics created from Kansas State Standards.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	● Social studies lessons are provided weekly to all students K-5. ● ELA curriculum embeds foundational concepts of economics, social and political systems. ● Second Step curriculum helps to reinforce and teach responsible decision making and social awareness. ● K-5th graders participate in activities appropriate for their grade level during Constitution Week. ● 4th and 5th graders are provided "leadership" time for participation in activities that help to engage them civically. ● 5th graders are provided with a presentation from Equity Bank on financial literacy.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	● Social studies lessons are provided weekly to all students K-5. ● ELA curriculum embeds foundational concepts of economics, social and political systems. ● K-5th graders participate in activities appropriate for their grade level during Constitution Week. ● 4th and 5th graders are provided "leadership" time for participation in activities that help to engage them civically. ● Kindergarten students experience presentations from local community helpers.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	● Second Step curriculum provided to all students PreK-5th grade for social, emotional, and character development ● Building-wide PBIS implementation ● Student of the Month recognition for appropriate character choices ● Social-emotional behavior referrals, soft skills/non-academic reporting collected for all students K-5th grade ● ASQ data collection for PreK and Kindergarten students ● Lessons on healthy choices delivered through science curriculum and school nurse ● Physical education for all students PreK-5th grade a minimum of 2 times a week ● All students PreK-5th grade provided minimum of 1 recess per day ● All staff access to Employee Assistance Program (EAP) for social, emotional, and mental health ● School nurse available daily for all students PreK-5th grade ● Kindergarten students are provided with a presentation from Salina Area Tech about dental health.

	● My Plate display in the lunchroom.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	● K-5 access to theater and arts infusion activities, both in the classroom and in the community ● PreK-5th grade weekly access to visual art and music lessons ● PreK-5th grade weekly lessons during time in library to aid in understanding of cultural and historical heritage
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.	● 5th graders exposure to STARBASE to build knowledge of opportunities in a variety of science, math, and engineering job fields. ● Academic goal setting and conferences with all students K-5th grade to help ensure students understand the impact of their learning for their future. ● Field trips to expose students to a variety of opportunities within the community, thus, increasing their exposure and knowledge of career possibilities.
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.	● 5th grade exposure to STARBASE builds knowledge of opportunities in a variety of science, math, and engineering job fields. ● Academic goal setting and conferences with all students K-5th grade in order to help ensure students understand the impact of their learning for their future. ● Field trips expose students to a variety of opportunities within the community, thus increasing their knowledge of career possibilities.

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?
Oakdale Elementary faces significant barriers that require attention and increased resources to ensure equitable opportunities for all students. These challenges include: 1. Professional Development Time and Opportunities: High quality professional development and collaboration is critical to helping educators grow and meet student needs. Increased opportunities for staff to collaborate vertically and horizontally will help establish a learning experience for our students that is balanced and aligned across their educational experience. Additionally, the continuation of offerings for gaining knowledge about addressing student Tier 2 and Tier 3 academic and social-emotional needs continues to be a need voiced by staff. 2. Support for Special Education and At-Risk Students: Increased resources are essential to provide tailored interventions for students with special needs and those identified as at-risk, ensuring they receive the support necessary to succeed academically and socially.

3. Highly Trained Educational Professionals: Recruitment and retention of skilled, certified, classified staff, and substitutes is paramount. Incentives are needed to attract and retain professionals committed to fostering student growth and maintaining high standards of education. Without this pool of highly needed individuals, student needs go unaddressed.
4. Universal Balanced Preschool Access: Consistent, high-quality early learning experiences are critical to preventing gaps during foundational learning years. Universal preschool programming should be prioritized to create a strong start for every child. Additionally, current programs need to analyze student transitions into different general ed and special education programs as well as balance within those currently established to ensure an equitable experience for all of our youngest learners.
5. Community Partnerships for Family Support: Schools should serve as hubs for community services, improving ease of access for families and fostering partnerships that address student and family needs holistically.
6. Sustaining and Building Key Support Positions and Programs: The continuation of behavior support specialists, full-time social workers, roving substitutes, intervention staff, and wellness initiatives is a critical need beyond 2025. Without continued, sustained funding for these vital supports, we risk directly impacting student well-being and positive, educational outcomes. Additionally, as current supports are still struggling to address the growing SEL needs at the Tier 2 and Tier 3 level, there is a significant need to collaborate to build supports or programs to help address the current state, to lessen the impact on all students' academic and social-emotional success.

These barriers underscore the urgency for continued resources investment in our schools to provide a supportive, inclusive, and effective learning environment for every child. Addressing these needs will strengthen our educational system and ensure long-term success for students, educators, and the community at large.