

NEEDS ASSESSMENT

2026-2027 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 processes at all buildings and ensuring that district wide supports and resources are available and implemented
- In the process of adopting Tier 1 ELA High Quality Instructional Resource (HQIM) for grades 6-12
- Adopted Tier 1 Math HQIM for Algebra, Geometry, and Algebra 2
- Adopting Science HQIM for grades K-5
- Entering into early childhood curriculum resource adoption
- Continued focus on PLC implementation with support from Solution Tree in alignment to the district's KESA Action Plan

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?

- Instructional Framework Implementation
- All the work listed above it aimed to this goal
- Focused efforts for effective implementation of adopted HQIM
- 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.
https://datacentral.ksde.org/acct_rpt.aspx

Percentage of Students with IEPs	16.2%
Percentage of students identified as Free & Reduced Lunch	29.8%
District Chronic Absenteeism Rate	20.2%

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

NEEDS ASSESSMENT

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.

- Adequate state funding for special education would have a dramatic positive impact on allowing us to reallocate the general budget funds to address barriers and needs.
- 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. To reach this goal we have identified that buildings will need to average growth at a rate of 12.25% per year.

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

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

NEEDS ASSESSMENT

- Additional funds for on-site development and coaching

NEEDS ASSESSMENT

2026 - 2027 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?

- We have created a defined MTSS system with interventions for students below grade level and built it into our daily schedule
- Math-lab – students in our math lab sections are receiving targeted instruction every day with their classroom teacher.
- Reading-lab – students in our reading lab sections are receiving targeted instruction every day with their classroom teacher.
- HGSS multiple opportunities afforded to students to be assessed on rubric
- Utilized KAP mini assessments and acted upon the results;
- The MTSS system has helped to enhance the testing culture across the building
- Non-ELA/Math teachers absorbed Advisories from tested classes so that those teachers could plan and facilitate MTSS interventions

Specifically noted needs (facilities, technology, etc.)

- Need to create a peer-mentoring system so high-achieving students can provide in-building tutoring for students below grade level.
- Resources to provide an ELA interventionist and a math interventionist.
- Access to a high quality instructional materials (Jstor/EBSCOHOST type databases)
- Dedicated and protected time for planning, collaboration, and intervention.

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)?

- We need to move approximately 35% of our students out of levels 1 and 2 to meet our goal of 75% of students at proficient or above (levels 3 and 4 on state assessments).

NEEDS ASSESSMENT

When available, data is from most recently published

- KSDE Accountability Reports/Report Card from 25 school year
https://datacentral.ksde.org/acct_rpt.aspx

Percentage of Students with IEPs	11.1%
Percentage of students identified as Free & Reduced Lunch	24.8%
Building Chronic Absenteeism Rate	28.3%

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.	• <u>Yes</u>
Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	• <u>Yes</u>
Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	• <u>Yes</u>
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	• <u>Yes</u>
Sufficient grounding in arts to enable each student to appreciate his or her cultural and historical Heritage.	• <u>Yes</u>
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.	• <u>Yes</u>

NEEDS ASSESSMENT

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

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

- Chronic absenteeism
- Lack of interventionists in ELA and mathematics
- Students lack fundamental skills and demonstrate significant gaps in achievement levels
- Misuse of computers and technology / misuse of artificial intelligence

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

- Providing resources to hire a dedicated attendance secretary at PHS;
- Provide resources to hire interventionists in reading and mathematics.

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.

- Three years

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

- Protected seat time – field trips and activities/athletics consume classroom time;
- Students have a sense of urgency that what is happening in their courses (Tier 1 instruction) cannot be replaced by resources on Canvas, and that attending class is critical to their learning and their academic success;
- Full synthesis between RWL Academies and core content areas;
- Full implementation of the Pirate Way - Be Safe, Be Respectful, Be Responsible
- Defined and protected collaboration time for teachers.

NEEDS ASSESSMENT

2026 - 2027 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?

- ELA Resource adoption, PLC work, Tiered intervention, i-Ready and MyPath, Open SciEd consistent implementation, KAP Minis, LSF SIT, Curriculum work solidified in Science, Testing schedule days, TTT strategies, Testing system

Specifically noted needs (facilities, technology, etc.)

- ADA - elevator
- Ticket for James- Gaggle consistently popping up for students
- Furniture that fosters collaboration of students
- ELA resources, tier 2 and a diagnostic
- Math Tier 2 resource
- Classroom storage for large resources

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)?

- WIN rotations to target students in need. 4-5 week rotations. Tighten up processes and efficient placement of students: Intervention, ELA. Prioritize Math and ELA, Data driven decisions that are based on students. If students are in double need- balance the intervention
- Guiding Coalition driven

When available, data is from most recently published

NEEDS ASSESSMENT

- KSDE Accountability Reports/Report Card from 25 school year
https://datacentral.ksde.org/acct_rpt.aspx

Percentage of Students with IEPs	13.8%
Percentage of students identified as Free & Reduced Lunch	28.9%
Building Chronic Absenteeism Rate	17.4%

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

NEEDS ASSESSMENT

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.

- **Literacy, numeracy, student apathy, addiction to technology, lack of grit, inconsistency of curricular rigor, absentee rates**

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

- **The guiding coalition will have input into the budget to address and remove barriers based on student needs. This will be done in July/August.**

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.

- **?????**

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

- **\$\$\$\$\$\$\$\$\$\$\$\$**
- **More support staff (paras especially).**
- **Tiered resources for ALL content areas, with progress monitoring tools**
- **Time and training**
- **Smaller class sizes**

NEEDS ASSESSMENT

2026 - 2027 Needs Assessment for Budget Considerations

Building:

District Identification Number: 203

Data Review

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

- Benchmarks
- Diagnostic
- MTSS Regrouping
- Progress Monitoring
- HQIM in Math and Reading
- PD on Math and Reading
- Additional PD focused on Reading Fluency (1st/2nd Partner reading and paragraph shrinking)
- Working towards CFA's
- Literacy and Math committees

Specifically noted needs (facilities, technology, etc.)

- PD on new Tech for teachers (iPads)
- PD on Science and Social Studies
- Progress monitoring tool for math
- All ViewSonic boards to have Chromebox and Apple TV (Ask James)
- Training on ViewSonic/ Chromebox/ Apple TV (Consistency for all teachers to help with Subs)
- Clickers for 95% to work (Check settings with Sadie)

Are there targets / goals to move students out of levels 1 and 2 on state assessments (utilizing the data we have for this year)?

- Continuing all the things from the Building Action Goals

NEEDS ASSESSMENT

- Hitting all the priority standards before state assessments.
- Intervention will only pull Tier 3
- Tier 1 and 2 will be a focus in the general education classroom
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When available, data is from most recently published

- KSDE Accountability Reports/Report Card from 25 school year
https://datacentral.ksde.org/acct_rpt.aspx

Percentage of Students with IEPs	14.8%
Percentage of students identified as Free & Reduced Lunch	33.1%
Building Chronic Absenteeism Rate	15.5%

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 type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

- Time provided for Tier 3 math and reading instruction.
- An addition of Math progress monitoring tool(s)

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

- An additional certified intervention position

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?

- A K-5 approach
- The addition of a certified Intervention position
- Meaningful PLC for All
- A more streamlined SIT process
- HQIM in all curriculum areas

NEEDS ASSESSMENT

2026 - 2027 Needs Assessment for Budget Considerations

Building: Piper Creek

District Identification Number: 203

Data Review

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

- Developing and utilizing Common Formative Assessment data to make instructional decisions
- Develop data cycles within our PLC structure to facilitate collaborative conversations about "our students"
- Continuing our consistent Reading MTSS process (utilizing FB and PSI data, keeping students longer, making groups fluid)
- Being creative and flexible with our Math MTSS process (recognized there are not enough lessons, pre-teaching causes confusion, essential versus priority standards)
- Tier 1 high leverage instructional strategies (more explicit PD on Instructional Framework along with accountability)

Specifically noted needs (facilities, technology, etc.)

- Need a Tier 3 resource AND EDUCATOR for students who are not responding with our current resources
- Need fluency routines and expectations in all classrooms (not just MTSS Reading Groups)

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)?

- Identify the students who scored a 1 and 2
- Triangulate the data from KAP to other data collection tools
- Review our Watch List to ensure students who scored these scores are receiving the highest level of support

When available, data is from most recently published

- KSDE Accountability Reports/Report Card from 25 school year
https://datacentral.ksde.org/acct_rpt.aspx

NEEDS ASSESSMENT

Percentage of Students with IEPs	22.3%
Percentage of students identified as Free & Reduced Lunch	33.1%
Building Chronic Absenteeism Rate	13.7

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

NEEDS ASSESSMENT

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

- Elementary level content expertise at the district level to coach and support all elementary teachers
- Parent / family education engagement and awareness
- District walkthrough tool that includes expectations for the 10 Core Practices as well as elements of a content specific lesson
 - Professional Development on this tool for admin and teachers

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

- K-5 Curriculum Coordinator
- Reading Specialist for Tier III Literacy
- Tier III Literacy Curriculum
- Tier III Math Curriculum

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 is dependent on each student. The amount of time, strong tier 1 instruction along with intensive support for those in need should be provided to make the most growth.

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

- Adequate time to provide professional development and implementation of initiatives
- Resources to support a true Tier 3 MTSS
- Additional personnel for lower class sizes, building sub, additional interventionists

NEEDS ASSESSMENT

2026 - 2027 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?

- Next year, we are going to be intentional using our newly created Common Formative Assessments (CFAs) data to inform instruction and interventions.
- Revisiting/updating GVC documents with pacing guides
- Utilize Tier 2 interventions from research based developmentally appropriate resources and practices
- PD time to align Handwriting without Tears with our existing curriculum

Specifically noted needs (facilities, technology, etc.)

- New curriculum that includes 3s and 4s for literacy, math, and SEL.

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)?

- (Not state assessments, but moving toward grade level) Utilizing our CFAs monthly to inform instruction and intervention. Not waiting for FastBridge 3 times a year.

When available, data is from most recently published

- KSDE Accountability Reports/Report Card from 25 school year
https://datacentral.ksde.org/acct_rpt.aspx

Percentage of Students with IEPs	11% as of count day
Percentage of students identified as Free & Reduced Lunch	24% as of count day

NEEDS ASSESSMENT

Building Chronic Absenteeism Rate	6.83%
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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.	Yes
Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes
Sufficient grounding in arts to enable each student to appreciate his or her cultural and historical Heritage.	Yes
Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes
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

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

- Dedicated PLC time to review CFA data and use it to drive instruction.
- Additional staff member to address social emotional needs and social emotional learning for students.

NEEDS ASSESSMENT

- Opportunities scheduled for general education teachers to meet with sped staff and related service providers to communicate regarding student needs.

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

- Additional social emotional/counselor position

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.

- (EC doesn't take state assessments)

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

- Adopted curriculum that includes 3s and 4s.
- Addition of social emotional/counselor position for EC
- Defined 'Kindergarten readiness' in Piper.