

2025-2026 Lakewood Middle School Needs Assessment for 2026-2027 Budget Considerations

Due Date: 12/19/2025

Board Presentation: 1/27/2026



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

Structures: Reinforce lead indicators and sustain fundamentals within the system: resource allocation; education evaluations; professional learning; professional collaboration; tiered system of supports; and family, community and business partnerships.

For each data review section include data that is important for your building. Highlights areas of success and growth as well as data that indicates areas of concern or need. You can use narrative statements and/or quantitative representations depending on data type.

- **Current State:** identify data trends, highlight successes, and concerns. Include references to achievement gaps for subgroups where applicable.
- **Desired State:** include goals and/or actions to address aggregate and subgroups when applicable.

Communication Goals – Data Review:

	Current State:	Desired State:
KSA ELA	Our first school improvement goals 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. Our second 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. Last year 35.3% of our students scored at a level 1 on the KSA and 37.3% of our students scored at a level 3 or 4. Since our baseline year, we have decreased the amount of students scoring at a 1 by 9.62% and increased the amount of students scoring at a 3 or 4 by 15.28%. We have shown tremendous improvement in our communication goals, but still have work to do to get all of our students scoring at a 3 or a 4.	We have exceeded our 5 year goal that we set back in the 21-22 school year when it comes to students scoring at a level 3 or 4 on the ELA portion of the KSA by over 5%. We must still reduce the number of students scoring at a level 1 by 6% in order to meet our original 5 year goal. We have 12.7% of our students scoring at the demonstrating level on the Communication rubric that measures our strategic plan goals. We would like to reach 20% by the 26-27 school year. Of course, in our desired state, we want 100% of our students to be performing at a level 3 or 4 on the KSA, but are encouraged by the over 15% growth we have had in the last four years.

Complex Communication Rubric	We had 12.7% of our students scoring at the demonstrating level on the complex communication rubric.	We would like to reach 20% of our students scoring at the demonstrating level by the end of the 26-27 school year.
Other Data		

Critical Thinking Goals – Data Review:

	Current State:	Desired State:
KSA Math	Our first 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. Our second 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. Last year 32.3% of our students scored at a level 1 on the KSA and 31.3% of our students scored at a level 3 or 4. We have once again made great strides when it comes to student performance on the Math KSA but have continued work to do to get all of our students scoring at a level 3 or 4.	We have already exceeded our original school improvement goal we set back in the 21-22 school year when it comes to students scoring at a level 3 or 4 by roughly 5%. We need to reduce the number of students scoring at a level 1 by another 2% in order to reach our original five year goal. In our desired state, we want 100% of our students to score at a level 3 or 4 on the Math KSA, but are encouraged by the nearly 15% growth that we have seen in the last four years.
KSA Science	Our first 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	We have already exceeded our five year goal set in 21-22 of having 28.29% of our students scoring at a level 3 or 4 on the Science KSA. We have exceeded this goal by nearly 13%.

	the Kansas Science Assessment, resulting in a decrease from 50.89% to 40.89% by 2027. Our second 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. Last year 34% of our students scored at a level 1 and 41% of our students scored at a level 3 or 4 on the Science KSA. Science is the content area where we have improved the most since our original five year goals were set. We have exceeded our goal of reducing the amount of students scoring at a 1 by almost 7% and exceeded the amount of students scoring at a level 3 or 4 by almost 13%.	Of course in our desired state, we want 100% of our students to score at a level 3 or 4 on the Science KSA, but are encouraged by the 23% growth over the last four years.
Critical Thinking Rubric	We had 11.4% of our students scoring at the demonstrating level on the critical thinking rubric.	In our desired state, we want 20% of our students scoring at the demonstrating level on the critical thinking rubric.
Other Data		

Behavior and Social-Emotional – Data Review:

	Current State:	Desired State:
Social Emotional Behavior 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.	Our KESA 5 year goal set in 21-22 was to decrease the amount of SEL offenses by 15%. We have not met this goal and in fact have had an increase of roughly 34%. In our desired state we would want any student who has a social emotional offense to have immediate corrective feedback and follow up lessons and check-ins over the desired

	Last year we had 987 social emotional behavior offenses which is an increase of 251 offenses from our baseline year.	behavior. The things that need to be in place for this to occur are in the needs chart below.
Chronically Absent	Last year 21.51% of our students were chronically absent. This is a decrease of roughly 12% from our baseline year, but still short of our five year goal of 13.5%	We are currently 8% away from reaching our KESA 5 year goal set in the 21-22 school year. Of course In our desired state, we want no students that are chronically absent, but we are encouraged by the 12% reduction we have seen over the last four years.
Self-Directed Learning Rubric	We had 15.8% of our students scoring at the demonstrating level on the self-directed learning rubric.	In our desired state, we want 20% of our students scoring at the demonstrating level on the self-directed learning rubric.
Other Data		

State Outcomes – Data Review:

	Current State:	Desired State:
Civic Engagement/ IPS	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 Civics 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 (the award lasts two years). All LMS students participate in IPS activities at all grade levels. 6th graders complete an interest inventory and complete lessons on decision making and time management. 7th graders complete lessons on learning	We want 100% of students to complete their IPS pathway (we are at greater than 90% currently) and for 100% of our students to be involved in a school or community activity.

	pathways, learning styles, biases and career choices, and jobs and employers. All LMS 8th graders take a Career and Life class where they further explore careers, learn about self-advocacy, and transition to high school.	
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Use the chart below to record needs and/or actions for each area that will support your school improvement work and impact student performance. The needs assessment for each school will be reviewed by the Board of Education as part of the annual budget decision process.

KESA Fundamental & SI Structures	Need Areas		
	Academics	Behavior	SEL
Standards Alignment (KESA Focus Fundamental)	LMS would benefit from summer curriculum academies to look at curriculum maps and standards alignment after adopting new resources and teaching with it for a year. Teachers would also benefit from reviewing and revising learning intentions and success criteria for each unit. We have up to date resources, but would benefit from looking at standards above and below teachers current teaching assignment to help them get a better understanding of what will be expected of students as they move up grade levels. Additionally, we have several students that are behind grade level in Reading and Math and a further understanding of learning progressions could benefit teachers to help them provide modified work for students who aren't yet at grade level. Lastly, teachers would benefit from time to look at all of the KSA mini-tests and match the rigor of the mini-tests to their	Having the Character Strong curriculum for Tier 1 instruction has been positive. We also teach our PBIS matrix for expectations across the school routinely and review expectations in our handbook with students at the start of every school year. Teachers use CHAMPS in their classrooms to teach their expectations for each activity. We also have a behavior interventionist who works with students who are dysregulated during the day. We have a continued need for more staff to work with students who are dysregulated during the day and staff available to provide	We are incorporating the SRSS screener for the first time this academic year to be able to identify overall building trends and individual students needs when it comes to SEL. Additionally, as a part of our Visible Learning journey we have incorporated learner dispositions to directly teach the traits of successful learners and many of these skills cross over into the SEL realm (self-managing, embracing challenges, communication, etc).

	instruction and select appropriate materials to measure student learning. This work is currently being done as a part of the KESA process in Math and ELA and Science would benefit from this as well. Support curriculum for students who are behind, IXL for Science and English, iReady for Science. Summer curriculum academies, vertical and horizontal alignment	support for families who struggle to send their student to school ready to learn. In order to get ahead of the behavioral offenses, mindsets at home need to be adjusted and supportive staff at school need to be in place to provide necessary interventions.	
Professional Learning	All of our Reading and ELA teachers may benefit from training on the Science of Reading (LETRS). On our beginning of the year Reading diagnostic, 46% of students were two or more grade levels behind in Reading. Primary areas of weakness for students were in Vocabulary, Comprehending Informational texts, and Comprehension of Literature. Professional development centered on improving these three areas would benefit all teachers. Additionally, LMS has been working towards teaching learner dispositions that will benefit students in all areas. One of those is communication. Visible Learning has been a good resource for topics like academic discussion and higher order questioning, which supports our communication	USD 305 went through Safe and Civil Schools professional development almost a decade ago. There has been a lot of teacher turnover since then and we could use some more professional development when it comes to classroom management. This could continue to be CHAMPS as it has proven effective for teachers who use it with fidelity. The district has provided Conscious Discipline training for those who chose to attend and CKCIE provided a version of collaborative problem solving training this last summer. All staff would benefit from these training sessions. Due to the high number of behavior referrals still seen, all staff could benefit from a refresher course on Safe and Civil Schools	We could benefit from more training on how to get the most out of the SRSS screener and the proper interventions to put in place when needs are identified.

	learner disposition. Our current walk-through data shows a trend of teachers needing additional professional development when it comes to facilitating academic discussion. Next, our Math teachers are adopting a new text and professional development time will be needed to explore this resource and select high quality learning materials from this new resource that aligns to the standards. We have been focusing on using the KSA mini-tests to measure student learning and effectiveness of instruction in Math and professional development time may be needed to align the appropriate mini-tests to the curriculum map should it need to be adjusted with the new resource. Next, one common problem in education is keeping initiatives going. We have had a lot of turnover in our staff and so time is needed to familiarize them with the work we have done with Visible Learning and our learner dispositions.	and required PD in CPS and Conscious Discipline.	
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	Lastly, one of the things our teachers mentioned a need for professional development is support for our paras. Para educators need training in how to support students with a wide range of disabilities and familiarize them with instructional best practices.		
Professional Collaboration	We are fortunate to have built into our schedule time for Departments and PLC's to meet twice a week. This time is critical to maintaining our current initiatives related to Visible Learning. Having built in time during the school day for teachers to collaborate on bettering instruction is critical to making any sort of academic gains. Secondly, we are fortunate to have built into our schedule team time. Team time allows for core teachers to share the same students. We have used this time to focus on the behavioral and social emotional needs of our students. While this is critical for student success, we would like to begin using this time for some cross curricular collaboration. For instance, Reading, ELA, and Social Studies could all support each other's curriculums by selecting texts that	As mentioned with academics, it is crucial that middle schools keep their structured team time to allow teachers to identify concerning behaviors across the board with their students and implement consistent behavior plans for tier 2 and tier 3 students. We would also benefit with collaboration with CKMH and CKCIE to ensure that all student caregivers receive adequate training in behavior management. Currently that does not happen with para professionals and they are often on the front lines with students who exhibit the most concerning behaviors.	All of the needs in the behavior category for professional collaboration apply here as well.

	support the current unit of study in Social Studies.		
Tiered System of Support	Currently, we provide academic support to students in a multitude of ways. We use high quality diagnostics like iReady to identify student academic needs. Students that are behind grade level in Reading have Advisories with our Reading and ELA teachers in a small group so that the teacher can help them with their personalized learning path in iReady. Also, students that are below the 20th percentile in Reading are enrolled in an Intensive Reading class. In Math, students who are below the 35th percentile and aren't in a Modified Math class, are enrolled in a Math intervention class where students work at grade level, but also receive daily fluency work and have two Math teachers co-teaching the class. Our goals would be better supported with more staffing. Right now Advisory is the one of the few "open" times in the schedule to address learning deficits. With more staff, students could be pulled from different	Currently we are using the middle school curriculum in Character Strong for our Tier 1 instruction. We are very fortunate to have a behavior interventionist and social worker to work with students who have Tier 2 and Tier 3 needs in multiple ways. These staff members are often called in the moment to work with a student who is dysregulated, run social groups to work on targeted skills, and provide resources to families to help them support their students so they can be successful at school. It is pivotal that we maintain these positions.	All students receive Tier 1 instruction on the expected learner dispositions and there are many areas of Character Strong that support SEL learning. We have groups in place to support Tier 2 and 3 students and these are led by our social worker, behavior interventionist, and CKMH case managers.

	electives for direct instruction in small groups. We could also use more paras to support special education students in the general education classrooms. The para shortage is as bad or worse than the current teacher shortage in Kansas.		
Family, Community and Business Partnerships	We have been fortunate to be able to partner with the community and local businesses to provide our students with exposure to potential careers. This year our district office was able to plan a "career hunt" for our 7th graders at the Webster Conference Center. This event was put on by local businesses and they provided hands-on experiences for our students in a wide variety of areas. Our 8th graders attend a Career Pathway event that is put on by Central students and members in the community. This event is positive for our students because they hear from students that were in the same position as them 3 or 4 years ago and they get to find out about all of the exciting electives they have the opportunity to take when they get to high school. We would like to eventually provide more learning	We have strong partnerships with CKMH and have two case managers that teach a class daily for select students and provide support for students on their caseload during the day. We also have two therapists who come to the school to provide their services during the school day. The Renaissance program has been a positive way to recognize students who make good behavioral choices and that is supported by local businesses. Additionally, having an School Resource Officer in the building can help students develop a positive view of law enforcement. One area where we need additional support is helping families who are struggling with strong willed teens. CAPS has been a support in the past, but the need surpasses their capacity.	The needs addressed in the behavior category apply to SEL as well.

	opportunities for parents when it comes to things that can help their student; parenting universities, skyward training, google classroom, social media awareness, family homework help, etc.	Having community groups provide parenting classes for middle school parents would help families know how to address behaviors that cause issues for student success at school such as; teens and technology (social media), how to deal with teens who refuse to go to school or complete homework, how to deal with defiance, etc.	
Resource Allocation	In order to achieve our goals we would need additional allocations for intervention for students who are behind grade level in Reading and Math. ELA and Science can both benefit from additional resources like IXL. We have not been able to fill all of our open para support positions and that is an area of need to help our identified students. We are also missing the funds provided by ESSER that allowed us to connect with parents through academic nights at the school.	It is critical to maintain our behavior interventionist, social worker, connections with CKMH, and SRO or other security options.	It is critical to maintain our behavior interventionist, social worker, and connections with local agencies in order to support our students' SEL growth.

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.	Lakewood has implemented a unified approach to writing across ELA, Reading, Social Studies, and Science courses using the Introduce, Cite, Explain (ICE) writing strategy. 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.	Our Social Studies curriculum meets this capacity. 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 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.	The health curriculum addressed this capacity. 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 two therapists 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. Students are provided instruction on the impacts of drugs and alcohol through our health classes and 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.	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.

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?
Response: Last year, 21.51% 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. The partnership with Kelly Education has greatly reduced the amount of internal subbing that is needed and this has been greatly appreciated. However, we are still not where we want to be when it comes to sub coverage

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 intervention 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, although Kelly Services has helped us tremendously. Many of our vacancies are still being filled by our own staff during their PLC or Team times. This situation 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. We currently have a large need in tier 2 academics and this can only be addressed with additional staffing or increased time during the day to provide tier 2 Math and Reading instruction.
- 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 i-Ready 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 shift 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.