

USD 497
District Needs Assessment
2024-25



LAWRENCE

Public Schools

TEACHING AND LEARNING

August, 2024

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Executive Summary

Background

Section 12 of [2022 Senate Sub for HB 2567](#) amends [K.S.A. 72-1163](#) that began in July 1, 2022, and each year after, as follows:

- The USD board of Education shall publish the conducted needs assessment and state assessment review to the USD website; a copy of both should be kept on file at the USD administrative offices.
- The required notice to be published per [K.S.A. 79-2929](#) (Code 99), and amendments thereto, shall now also include a statement that the needs assessment and state assessment review is on file at the USD administrative offices.
- In the minutes of the meeting at which the USD board of Education approves its annual budget, the following shall also be included:
 - that the needs assessment was provided to the USD board of education
 - that the needs assessment was evaluated by the USD board of education
 - how the USD board of education used the needs assessment in the approval of the USD budget.
- The USD board of education shall review state assessment results and, as a part of the review, shall document the following:
 - The barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessments.
 - any budget actions, including, but not limited to, recommendations on reallocation of resources that should be taken to address and remove barriers identified in (A)
 - the amount of time the USD board of education estimates it will take for all students to achieve proficiency above level 2 for grade level academic expectations on the state assessments if such budget actions are implemented.

The USD board of education must complete a needs assessment of each attendance center within the USD. A tracking document should be used and should include important questions to monitor the data and progress of the building, evaluate curriculum, staffing, and facility needs, and other important items to consider for the continued growth of the school. Per [K.S.A. 72-1163](#), the needs assessment should also track the progress of the attendance center to meet the goal set forth in [K.S.A. 72-3218\(c\)](#) (State Board of Education's Outcomes and Educational Capacities aka Rose Capacities).

The Needs Assessment for each school must be used by the USD board of education when approving the annual Budget and must be available at the USD administrative offices and posted to the USD website.

The minutes of the meeting at which the board approves the annual Budget should include that each building's needs assessments that the needs assessment was provided to and evaluated by the USD board of education, and how the USD board of education used the needs assessment in the approval of the USD budget.

The Kansas Education System Accreditation (KESA) Cycle of Improvement is based on the premise that the system and building leadership are knowledgeable about and prepared to facilitate and lead a continuous improvement process in their district. To engage in leadership, individuals should:

- Have an understanding of Leadership (Instructional Leadership, Change Leadership, Shared Leadership, Transformational Leadership, and the difference between managers and leaders).
- Implement District Leadership Teams (DLT) and Building Leadership Teams (BLT), understand their purpose and function, and empower them to be integral parts of the KESA process.
- Implement District Site Councils (DSC) and Building Site Councils (BSC), understand their purpose and function, and empower them to be integral parts of the KESA process.
- Develop, review, and revise the vision and mission of the system.
- Develop, review, and revise beliefs/values of the systems.
- Understand and be knowledgeable of the system and building data.
- Select strategies for improvement based on a data analysis process.
- Align curriculum, instruction, and assessment programs to the vision, goals, and content standards.
- Identify professional development for the system and align with their five-year inservice plan.
- Plan for sustainability.

The recently approved KESA 2.0 model consists of three accreditation determination areas: Compliance, School Improvement, and Outcomes. Each accreditation area has a **set standard** to meet a **measure** to evaluate a school system's performance and **supports to assist systems** in meeting the standard. In 2024-25, USD 497 will be in the first year of KESA 2.0 Implementation. This will include reporting and evaluating compliance, evaluating school improvement efforts, creating an action plan, and reporting outcomes.

Evaluating school improvement begins with a needs assessment. With a vision and end goal(s) in mind, the needs assessment attempts to align the needs based on data and stakeholder perceptions. A needs assessment changes systems by determining underlying root causes that prevent improvement. This process helps a system identify challenges and areas needing improvement. It is the identification of gaps that exist between the status of a system and its vision. For KESA, the needs assessment process is twofold: building-level and system-level. The needs assessments should be designed to collect data for all the initiatives within the organization.

According to the the KESA Guidance distributed by KSDE, each attendance center should be undergoing its own needs assessment process by collecting their building-level data, analyzing their data, and pushing/forwarding the data to the system to be aggregated with other building data for a holistic system review and analysis. This review at the system level should identify areas that, as a system, need improvement. A discussion involving all stakeholders should take place to determine how addressing those areas of need will improve the system and impact/create a positive movement in the State Board outcomes of social-emotional growth, kindergarten readiness, Individual Plan of Study, high school graduation, and postsecondary success.

Process

The Lawrence Public Schools Needs Assessment process includes activities at the district and building level. USD 497 has a strategic plan and the Board of Education receives updates on each strategic plan domain in open public meetings. For the 2023-24 school year the following presentations were made to the Board of Education on the strategic plan.

July 24, 2023 - Professional Development Plan (Cohesive Curriculum, Student-Centered Learning, Effective Employees)
August 28, 2023 - Final Needs Assessment and State Assessment Review (Cohesive Curriculum, Data-Informed Decisions)
September 26, 2023 - Middle School Redesign (Student-Centered Learning; Data-Driven Decision Making)
October 9, 2023 - Enrollment Analysis and Boundary Analysis Facilitation (Safe and Supportive Schools, Data-Informed Decisions)
October 23, 2023 - Virtual School Work Session (Cohesive Curriculum, Student-Centered Learning, Safe and Supportive Schools, Effective and Engagement Employees, Data-Driven Decisions)
November 27, 2023 - Curriculum Update: Structured Literacy, Curriculum Review Process & Course Approvals (Cohesive Curriculum, Data-Informed Decisions)
December 11, 2023 - Middle School Redesign (Student-Centered Learning; Data-Driven Decision Making)
January 22, 2024 - High School Graduation Requirements and Portrait of a Graduate (Cohesive Curriculum, Student-Centered Learning)
March 25, 2024 - LMCMS Redesign Update (Student-Centered Learning) and Budget Update (Data-Informed Decisions)
April 10, 2024 - Safe and Supportive Schools Equity Update - 3rd Quarter (Safe and Supportive Schools, Data-Informed Decisions) and Student Transition Attendance and Behavior Data Report (Student-Centered Learning, Safe and Supportive Schools, Data-Driven Decisions)
April 22, 2024 - Social Emotional Learning and Mental Health Update (Student-Centered Learning, Safe and Supportive Schools)
May 13, 2024 - EPIC Certified Report (Effective Employees)
May 28, 2024 - Elementary Math Core Resource (Cohesive Curriculum, Data-Driven Decisions) and Capital Improvement Plan (Data-Informed Decisions, Safe & Supportive Schools)
June 10, 2024 - School Improvement: District and Building Needs Assessments (Cohesive Curriculum, Data-Based Decisions)

The district also has a Site Council, Equity Advisory Council, and other committees that identify barriers, advise on action steps, and help establish budget priorities.

Each USD 497 attendance center (building) has a Building Leadership Team and Site Council. Staff members also meet in Professional Learning Communities to establish learning goals, review academic data, and identify interventions to meet educational needs, as well as social-emotional and behavioral goals. Each school also has a Comprehensive, Integrated, Three-Tiered Model of Prevention (Ci3T) plan for their building that identifies academic, social, and behavioral expectations, responsibilities, and procedures for teaching, reinforcing, and monitoring. This work is led by the building Ci3T/Leadership Team.

Each building meets as a leadership team to review data and establish goals aligned to the district strategic plan annually. Beginning in 2022-23 buildings were also asked to align goals to the [Kansas Definition of a Successful High School Graduate and the Kansas State Board of Education Outcomes](#). Those goals are included in this report. Principals and team members meet three times a year for building goal check-ins to review progress on established goals.

In line with KSDE guidance, each building leadership team was asked to respond to the following questions in conducting the needs assessment:

- Reviewing state assessment data, what steps are you taking for all students to maximize their scores?
- Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?
- Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.
- Identify the budget actions, including, but not limited to, recommendations on reallocation of resources that should be taken to address and remove barriers identified above.
- Identify the amount of time your building estimates it will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.
- Is every child in your school provided with sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization?
- Is every child in your school provided with sufficient knowledge of economic, social, and political systems to enable students to make informed choices?
- Is every child in your school provided with sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation?
- Is every child in your school provided with sufficient self-knowledge and knowledge of his or her mental and physical wellness?
- Is every child in your school provided with sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage?
- Is every child in your school provided with 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?
- Is every child in your school provided with sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market?

The last seven questions above related directly to the [Rose Capacities](#).

Responses to those questions are provided in this report. Schools were provided with state assessment data for review. This report includes links to the building report card and the performance accountability report for each building. Buildings were also provided with five reports that provided data regarding local data measurements and composite scores. These reports included demographics, academics, Comprehensive Integrated Tiered Systems of Supports (Ci3T), behavior, and staffing. These reports included building and district data. A copy of these local data reports for USD 497 is included in this report.

Buildings were also asked to respond to a more comprehensive needs assessment as part of Year 1 of the KESA process. The Needs Assessment questions were developed based on the [KSDE Needs Assessment Guidance](#) and other tools developed by USD 497. A draft was reviewed by principals and district administration and much of the feedback was incorporated into the final version.

Local Data Reports

USD 497

2024-25 Needs Assessment Data

Demographics (2023-24)



The following data was extracted from PowerSchool on May 10, 2024. Demographic data is constantly changing due to new students, transfers, etc. Please consider this data as a “moment in time.” Building leadership teams may be able to review “live” data in PowerSchool or through other resources.

District averages are shown below for all USD 497 schools (except LVS and Early Childhood)

Student Headcount	Elementary	4305	Secondary	5423
% of Students with IEP	Elementary	19.69%	Secondary	19.88%
% of Students IEP - Gifted	Elementary	2.39%	Secondary	4.64%
% of Students IEP - Disab	Elementary	17.88%	Secondary	15.96%
% of Students ELL Services	Elementary	7.13%	Secondary	3.94%
% of Students - Free Lunch	Elementary	39.24%	Secondary	31.97%
% of Students - Red. Lunch	Elementary	5.84%	Secondary	4.42%
Race, Ethnicity & Gender	% African American	6.35%	% African American	6.57%
	% Am. Indian/ Alaska Native	2.91%	% Am. Indian/ Alaska Native	3.32%
	% Asian	2.78%	% Asian	3.15%
	% Hawaiian/ Pacific Islander	0.18%	% Hawaiian/ Pacific Islander	0.16%
	% Hispanic	14.90%	% Hispanic	11.64%
	% Multi-Racial	18.22%	% Multi-Racial	13.18%
	% White	69.78%	% White	73.66%
	% Female	48.10%	% Female	47.24%
	% Male	48.46%	% Male	51.61%
	% Non-Binary/ Self Determined	0.12%	% Non-Binary/ Self Determined	.57%

USD 497

2024-25 Needs Assessment Data

Kansas Assessment Program Data Spring 2024



The best resource for Kansas Assessment Program data is the KITE Portal. The data below is specific to the requirements in [2022 Senate Sub for HB 2567](#), specifically with regard to the question “Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?”

Percentage of students at proficiency level on state assessments	3rd Grade		4th Grade		5th Grade	
	ELA	MATH	ELA	MATH	ELA	MATH
	35.33%	27.48%	21.76%	21.13%	32.92%	32.84%
Percentage of students at proficiency level 2 on state assessments	3rd Grade		4th Grade		5th Grade	
	ELA	MATH	ELA	MATH	ELA	MATH
	26.36%	23.23%	33.12%	40.27%	24.46%	28.93%
Percentage of students at proficiency levels 3 and 4 on state assessments	3rd Grade		4th Grade		5th Grade	
	ELA	MATH	ELA	MATH	ELA	MATH
	38.32%	49.28%	45.13%	38.63%	42.63%	38.24%

Percentage of students at proficiency level 1 on state assessments	6th Grade		7th Grade		8th Grade	
	ELA	MATH	ELA	MATH	ELA	MATH
	47.42%	50.12%	39.96%	28.44%	45.46%	53.74%
Percentage of students at proficiency level 2 on state assessments	6th Grade		7th Grade		8th Grade	
	ELA	MATH	ELA	MATH	ELA	MATH
	19.16%	24.88%	26.30%	42.40%	32.42%	25.92%
Percentage of students at proficiency levels 3 and 4 on state assessments	6th Grade		7th Grade		8th Grade	
	ELA	MATH	ELA	MATH	ELA	MATH
	33.41%	25.04%	33.74%	29.15%	22.11%	20.31%

10th Grade	Percentage of students at proficiency levels 1 and 2 on state assessments		Percentage of students at proficiency levels 1 and 2 on state assessments		Percentage of students at proficiency levels 3 and 4 on state assessments	
	ELA	MATH	ELA	MATH	ELA	MATH
	34.20%	63.50%	34.13%	25.90%	31.62%	21.30%
Percentage of Students Scoring on the ACT at benchmark levels for grade	9th Grade			11th Grade		
	ELA (13)	MATH (18)	READ (18)	ELA (18)	MATH (22)	READ (22)
	67%	35%	56%	65%	39%	54%

Graduation, Postsecondary Success, Postsecondary Effectiveness

To help districts determine if students are continuing on the road to success two years after graduation, Kansas looks at three different measures, using a five-year average.

Graduation Rate: The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

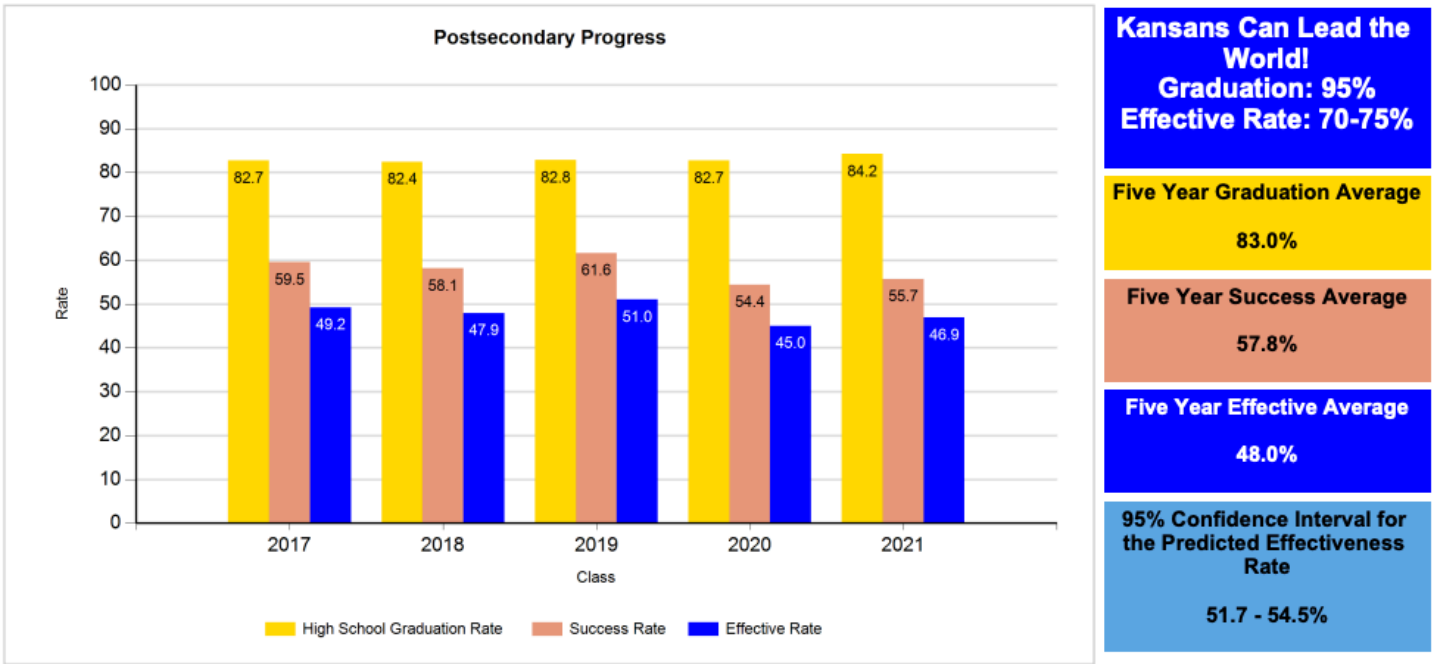
Success Rate: A student must meet one of the four following outcomes within two years of High School graduation.

- 1. Student earned an Industry Recognized Certification while in High School
- 2. Student earned a Postsecondary Certificate
- 3. Student earned a Postsecondary Degree
- 4. Student enrolled in Postsecondary in both the first and second year following High School graduation

Effective Rate: The calculated Graduation Rate multiplied by the calculated Success Rate.

The postsecondary predicted effectiveness rate recognizes that Kansas communities are different. This measure attempts to level the comparison by recognizing certain risk factors (cumulative poverty, chronic absenteeism, and student mobility) as influences on success. Accounting for the degree to which risk factors are present, this measure predicts a district's expected effective rate.

USD 497 Lawrence District Aggregate



USD 497

2023-24 Needs Assessment Data

Ci3T Treatment Integrity Data (2022-23)



The following data was extracted from the Ci3T Treatment Integrity Teacher Self-Report Survey and Direct Observation Report. Source documents, which include more specific data, are in schools' data folders.

Teacher Self-Report Survey

This survey is a 49-item component checklist that includes key features of the Ci3T plan's procedures for teaching, reinforcing, and monitoring. Teachers and staff rate themselves in the fall and spring based on their implementation of the plan. The purpose of the survey is to obtain information that will aid in determining the effectiveness and usefulness of the Ci3T primary prevention plan components (Tier 1 efforts) intended to be used by all educators.

The percentage below indicates the level of agreement with the plan according to the number of respondents. Standard deviation (SD) indicates the variability of responses. Low standard deviation numbers indicate consistency in the responses.

Elementary				Secondary			
Teaching - Goal = 80%				Teaching - Goal = 80%			
Fall		Spring		Fall		Spring	
%	SD	%	SD	%	SD	%	SD
78.44	15.07	78.91	13.92	78.44	15.07	78.91	13.92
Monitoring - Goal = 80%				Monitoring - Goal = 80%			
Fall		Spring		Fall		Spring	
%	SD	%	SD	%	SD	%	SD
70.00	21.87	72.57	20.98	70.00	21.87	72.57	20.98
Reinforcing - Goal = 80%				Reinforcing - Goal = 80%			
Fall		Spring		Fall		Spring	
%	SD	%	SD	%	SD	%	SD
76.04	16.84	76.50	16.31	76.04	16.84	76.50	16.31
Total - Goal = 80%				Total - Goal = 80%			
Fall		Spring		Fall		Spring	
%	SD	%	SD	%	SD	%	SD
75.05	16.33	76.28	14.93	75.05	16.33	76.28	14.93

Direct Observation

This tool provides a 29-item checklist that includes the key features of the Ci3T plan's procedures for teaching and reinforcing. Teachers and staff rate themselves on the use of their school's Ci3T plan during a 30-minute observation period. Trained outside observers also evaluate the use of the school's Ci3T plan during the observation. This observation is done in the fall and the spring.

Mean percentages and standard deviations are provided below to indicate the average of reported implementation. Mean percentage scores are the average of all respondents' scores. Standard deviation (SD) indicates the variability of responses. Low standard deviation numbers indicate consistency in the responses.

Elementary				Secondary			
Teaching - Teacher				Teaching - Teacher			
Fall		Spring		Fall		Spring	
%	SD	%	SD	%	SD	%	SD
77.88	14.85	80.61	15.70	77.88	14.85	80.61	15.70
Teaching - Observer				Teaching - Observer			
Fall		Spring		Fall		Spring	
%	SD	%	SD	%	SD	%	SD
77.80	17.22	76.78	18.82	77.80	17.22	76.78	18.82
Reinforcing - Teacher				Reinforcing - Teacher			
Fall		Spring		Fall		Spring	
%	SD	%	SD	%	SD	%	SD
71.92	20.07	80.77	16.50	71.92	20.07	80.77	16.50
Reinforcing - Observer				Reinforcing - Observer			
Fall		Spring		Fall		Spring	
%	SD	%	SD	%	SD	%	SD
68.37	24.92	68.94	22.74	68.37	24.92	68.94	22.74

USD 497

2023-24 Needs Assessment Data

Safe and Supportive Schools (Behavior and Attendance)



The data listed below is what is reported in PowerSchool.

	District averages are shown below for all USD 497 elementary schools (except LVS)		District averages are shown below for all USD 497 secondary schools (except LVS)	
Average Daily Attendance	District	93.73%	District	90.33%
% Chronically Absent	District	17.63%	District	31.69%
Tardies (T or U)	District	2020	District	15,586
Out-of-School Suspensions	District	10.82	District	149.83
In-School Suspensions	District	9.91	District	87.33
Expulsion Hearings	District	0.00	District	4.83
Bullying	District	1.64	District	18.00
Bullying Physical	District	0.00	District	1.17
Behavior Entry (Major)	District	65.09	District	423.33
Teachable Moment	District	69.55	District	734.83
Parent Contact	District	23.73	District	203
% of Behavioral Reported Incidents where Restorative Practices were used	District	24.00%	District	35.5%

Spring 2023 SRSS-I/E

	District averages are shown below for all USD 497 elementary schools that completed the measure		District averages are shown below for all USD 497 secondary schools that completed the measure	
% Low - Internalizing	District	78.68%	District	78.68%
% Moderate - Internalizing	District	11.41%	District	11.41%
% High - Internalizing	District	9.91%	District	9.91%
% Low - Externalizing	District	77.17%	District	77.17%
% Moderate - Externalizing	District	15.26%	District	15.26%
% High - Externalizing	District	7.57%	District	7.57%

Panorama School Climate Data

Below is the data from Panorama School Climate surveys

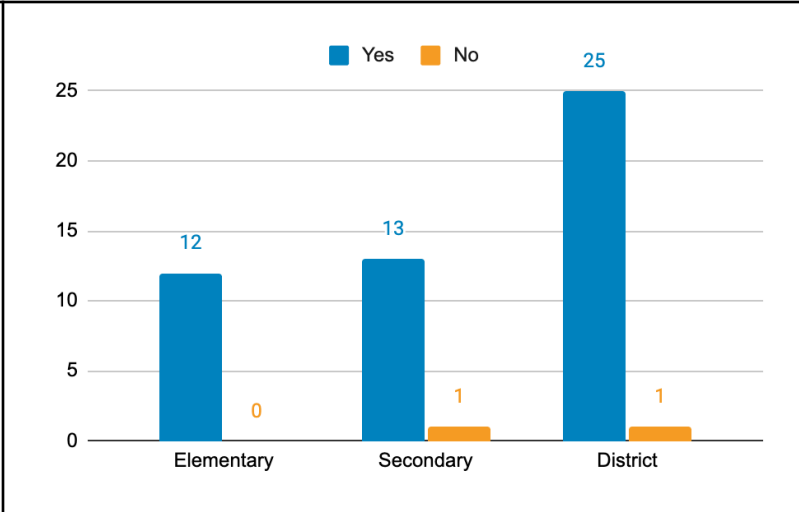
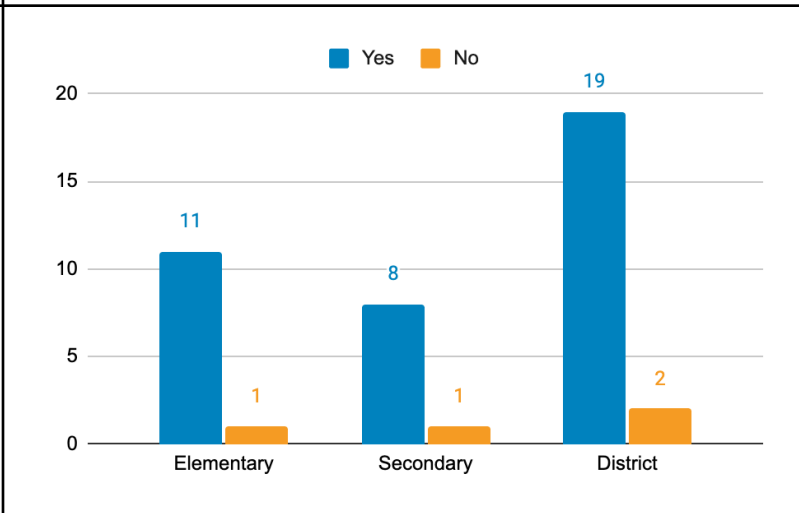
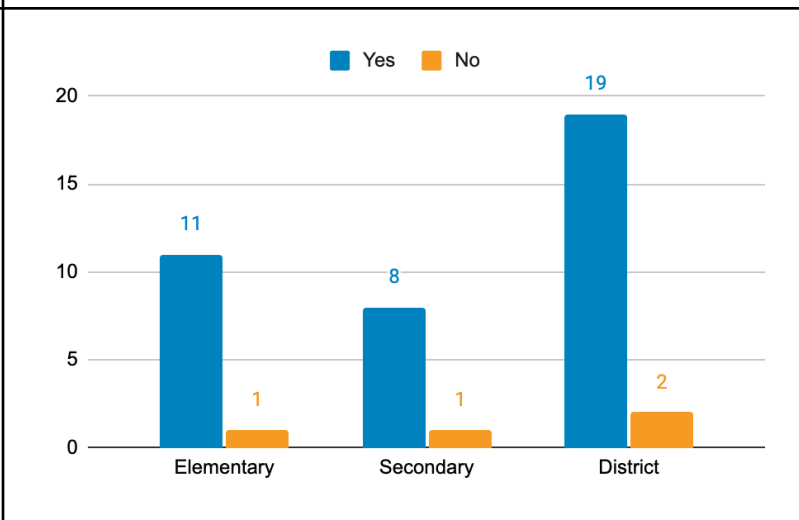
Student School Climate Survey - Response Rates			
	Spring 2023	Fall 2023	Spring 2024
Elementary (Grades 3-5)	50.5%	34.3%	36.2%
Secondary (Grades 6-12)	50.5%	34.3%	36.2%

Student School Climate Survey - School Belonging (Percent Responding Favorably)			
	Spring 2023	Fall 2023	Spring 2024
Elementary (Grades 3-5)	63%	66%	62%
Secondary (Grades 6-12)	32%	33%	32%

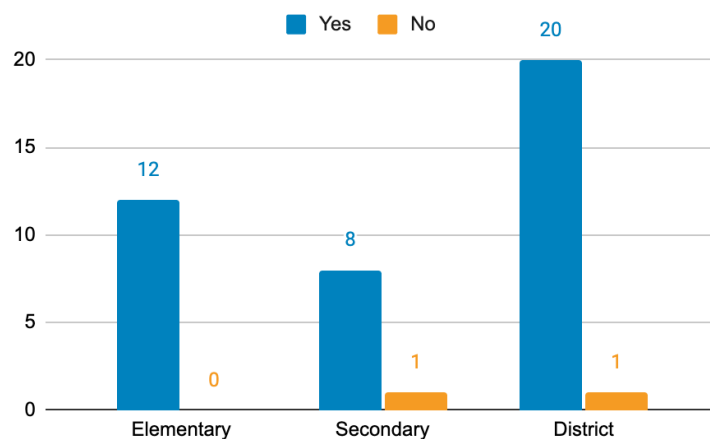
Student School Climate Survey - School Safety (Percent Responding Favorably)			
	Spring 2023	Fall 2023	Spring 2024
Elementary (Grades 3-5)	62%	67%	64%
Secondary (Grades 6-12)	50%	47%	48%

Summary of Responses to the 2023-24 USD 497 Needs Assessment

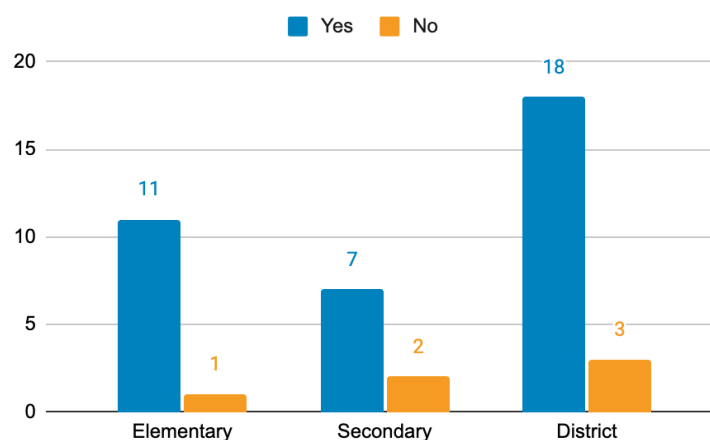
Rose Capacities

Is every child in your school provided with sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Kansas English Language Arts Standards)	 <table><tr><th>Level</th><th>Yes</th><th>No</th></tr><tr><td>Elementary</td><td>12</td><td>0</td></tr><tr><td>Secondary</td><td>13</td><td>1</td></tr><tr><td>District</td><td>25</td><td>1</td></tr></table>	Level	Yes	No	Elementary	12	0	Secondary	13	1	District	25	1
Level	Yes	No											
Elementary	12	0											
Secondary	13	1											
District	25	1											
Is every child in your school provided with sufficient knowledge of economic, social, and political systems to enable students to make informed choices? (Kansas History, Government and Social Studies Standards)	 <table><tr><th>Level</th><th>Yes</th><th>No</th></tr><tr><td>Elementary</td><td>11</td><td>1</td></tr><tr><td>Secondary</td><td>8</td><td>1</td></tr><tr><td>District</td><td>19</td><td>2</td></tr></table>	Level	Yes	No	Elementary	11	1	Secondary	8	1	District	19	2
Level	Yes	No											
Elementary	11	1											
Secondary	8	1											
District	19	2											
Is every child in your school provided with sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation? (Kansas History, Government and Social Studies Standards)	 <table><tr><th>Level</th><th>Yes</th><th>No</th></tr><tr><td>Elementary</td><td>11</td><td>1</td></tr><tr><td>Secondary</td><td>8</td><td>1</td></tr><tr><td>District</td><td>19</td><td>2</td></tr></table>	Level	Yes	No	Elementary	11	1	Secondary	8	1	District	19	2
Level	Yes	No											
Elementary	11	1											
Secondary	8	1											
District	19	2											

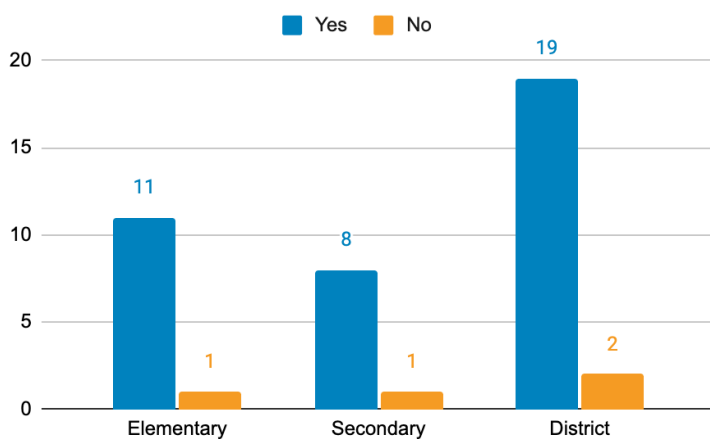
Is every child in your school provided sufficient self-knowledge and knowledge of his or her mental and physical wellness? [Social Emotional Character Development Standards](#)



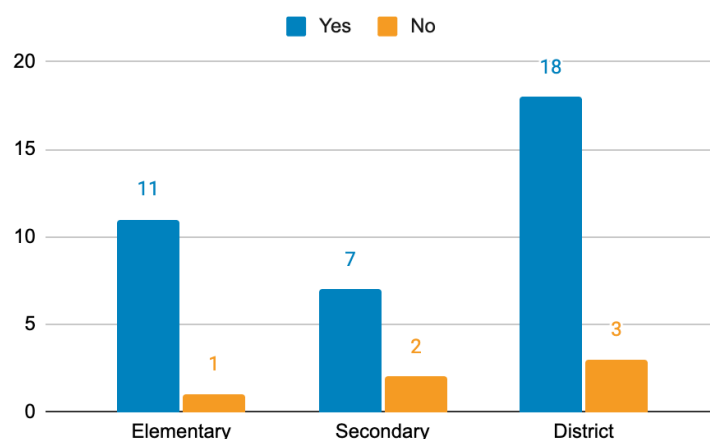
Is every child in your school provided sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage? ([Kansas Fine Arts Standards](#), [Arts and Cultural History Foundational Structure](#))



Is every child in your school provided 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? ([Kansas Curriculum Standards](#), [Career Ready Practices](#))



Is every child in your school provided sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market? ([Kansas Curriculum Standards, Career Ready Practices](#))

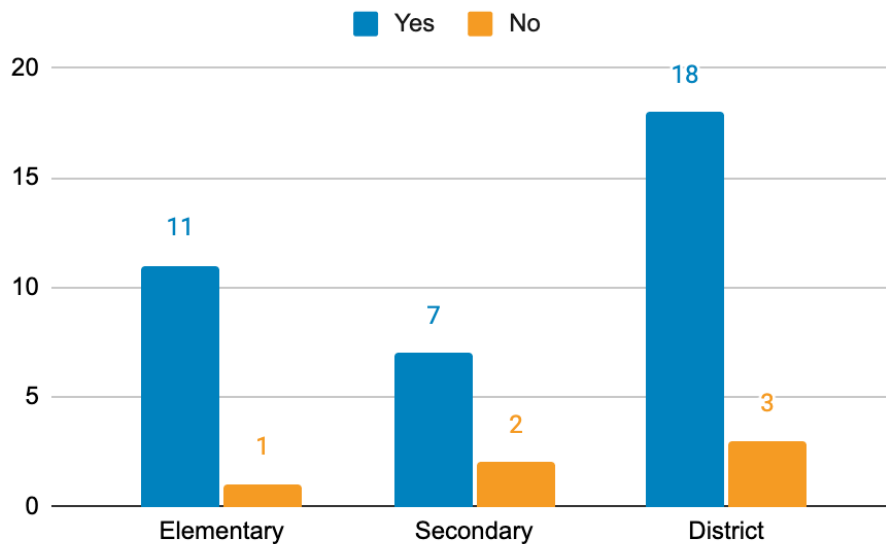


2022 Senate Sub for HB 2567 Questions

- Reviewing state assessment data, what steps are you taking for all student to maximize their scores?
- Adding more engaging instruction with project-based learning, AVID, and use of WICOR
- Consistency among expectations between classes, intentional flex grouping, and team collaboration for each content area.
- Continue Tier 1, 2, and when needed Tier 3 groups. Focusing on growth for all students-75% in typical and aggressive growth.
- Data Review, Continuous Improvement
- Developing a consistent of learning and assessing in all classroom. We are focusing efforts on how to create and engaging classroom space free from instructional disruptions.
- EC does not participate in state assessments
- Ensure that all staff have clarity on how what is expected so we can support meeting the needs of all of our students.
- Improving cohesive curriculum and expanding intervention time. We are targeting effective and engaged employees and safe and supportive school.
- Increasing small group instructional structures.
- Interim assessments, teaching standards, developing literacy skills, providing a proper testing environment
- LETRS training; implementing new resources with rigor; continue if possible for smaller testing environments; using Benchmark and math curriculum, we can assess in different ways.
- Maximizing access to highly effective Tier 1 instruction through scheduling, PLCs, progress monitoring, and selecting and using resources that align to our Kansas State Standards.
- More homework, support for learning outside of school hours
- Offering students a separate quiet setting during assessments, skills-based groups, cross grade-level grouping, taking interims with fidelity
- One area we will continue to focus on is aligning instruction, assessment, and standards to ensure that all of those areas are cohesive with each other.
- One high impact area is focusing teams on the PLC work to help identify what students need to know and what interventions are needed."
- Reflecting on data and making action steps related to the state standards so all students can be college and career ready.

- Reviewing fidelity to the curriculum and standards. Providing students with their data as well as forum to discuss and set/monitor scores. Reviewing test taking strategies with all students.
- Reviewing Interim Data
- Setting up sustainable systems to review student data
- Use PLC time to analyze student data and make data-driven instructional decisions.
- We are going to ensure that all standards are being adequately covered and provide intervention to effectively target holes in student knowledge.
- We have a tiered level of interventions. We follow the district scope and sequence and recommended resources. Developing and implementing a system to ensure collaboration between sped, para educators, interventionists and classroom teachers.
- We have other data points along the way, FastBridge, class assessments, etc. that we use to make sure that students are working on the needed skills to perform on state assessments.
- We look at interim test data and adjust classroom practices. We provide interventions. We have provided PD to teachers about research-based reading strategies.
- We will review data within PLC teams to determine needed supports and alter instruction.
- WIN Groups, 24-25 Building Goals, Data Protocol, PLCs, AVID, Vocabulary focus

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?



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

	# Responses	% Responses
Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning	17	80.95%
High percentage/number of free and reduced students and increased poverty rate	18	85.71%
High percentage of EL students receiving ESL/ESOL supports and services	8	38.10%
Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind	18	85.71%

	# Responses	% Responses
High or increased levels of homeless students and families and foster care families	11	52.38%
Declining enrollment that reduces funding and access to additional services and supports for students	9	42.86%
Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire	12	57.14%
High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)	20	95.24%
Lack of or limited access to quality Pre-K education	11	52.38%
Lack of or limited access to community health services and mental health services	15	71.43%
Special Education funding shortfall has limited supports of our highest need students	18	85.71%
Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions	17	80.95%
Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss	13	61.90%
High numbers or increasing numbers of single parent families	8	38.10%
High levels or an increase in absenteeism among our student population	17	80.95%
An increasing level of social emotional challenges and needs of students	21	100.00%
High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year	10	47.62%
It is difficult to encourage a student's highest performance on an assessment that does not impact their future.	16	76.19%
Lack of, limited, or difficulties in engaging parents in the educational process	14	66.67%
Diminishing local control limits our ability to provides supports and services specific to our student and community population	7	33.33%
We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data	4	19.05%
We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.	17	80.95%
Limited funding for Early Childhood Programs	1	4.76%
Class sizes and no multigrade!	1	4.76%
Cell phones, lack of family support	1	4.76%
Systemic racism and inequity in our educational systems and funding models. The wording of these questions is an example of what social stereotypes and systemic problems that perpetuate the inequity.	1	4.76%

Identify the budget actions that should be taken to address and remove those barriers. (Number of responses)

	# Responses	% Responses
Increased salary to recruit and retain high quality certified and classified staff	21	100.00%
Additional staff members hired to meet the individual learning and SEL needs of all students	20	95.24%
Increased funding and time for staff development	19	90.48%
Additional substitute teachers for teacher release time	17	80.95%
Increase paraeducator support in special education classrooms	18	85.71%
Increased funding to expand extended school year and summer school programs for students	12	57.14%
Maintain low teacher/pupil ratio for greater individualized instruction	20	95.24%
Additional ESOL teaching staff for bilingual students	14	66.67%
Increase funding for Pre-K programs	19	90.48%
Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues	19	90.48%
Continue to decrease student to gen-ed (Tier 1) teacher/pupil ratio. Class sizes remain too large.	1	4.76%
We loved having a building sub! It's sooooo needed so the interventionist doesn't have to sub	1	4.76%
Fully fund Special Education for the first time ever in the history of Special Education.	1	4.76%

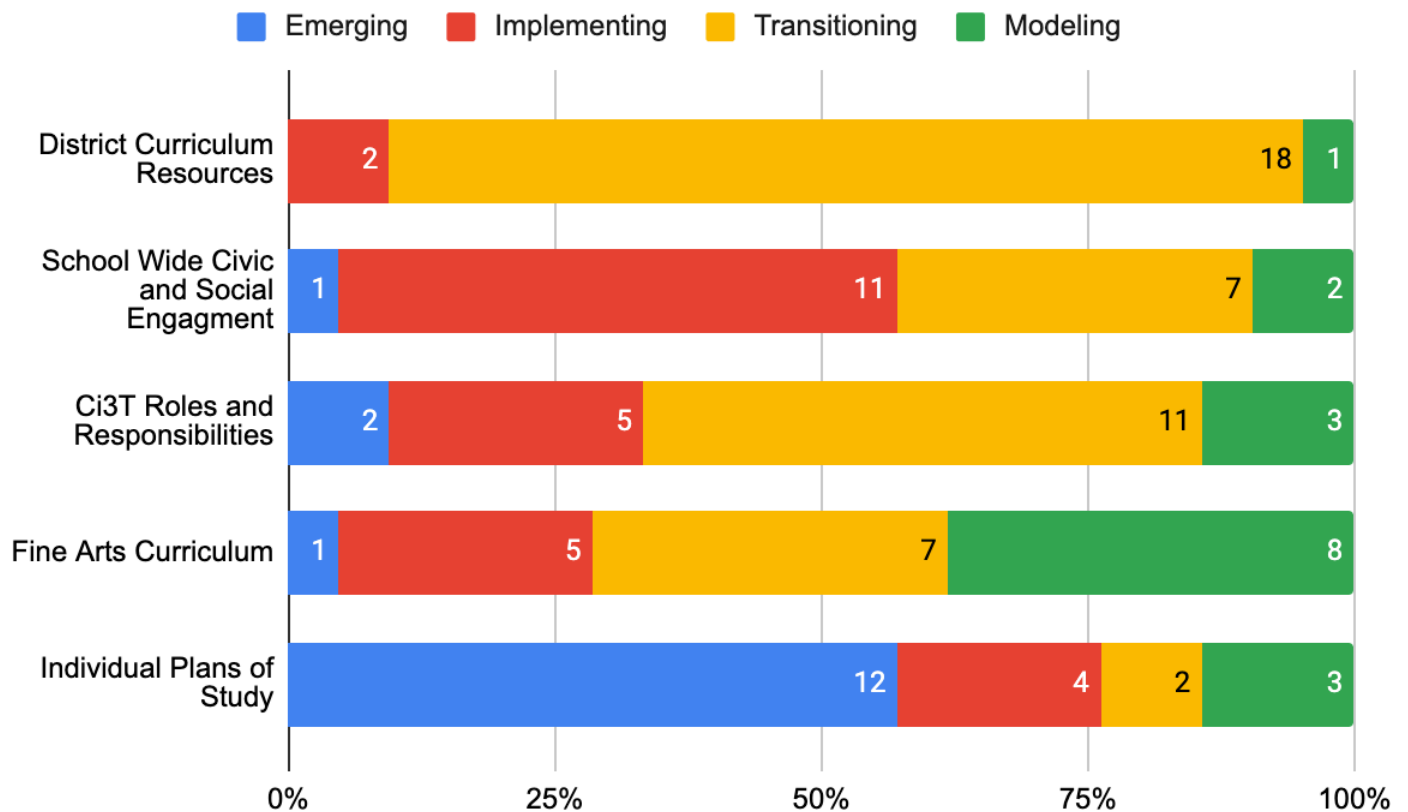
Identify the amount of time your school estimates it will take for each student to achieve grade-level proficiency on the state assessments if the budget actions would be implemented.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

	# Responses	% Responses
Our ever-changing student population brings a varying degree of cognitive abilities and disabilities, which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.	17	80.95%
The current and future levels of school funding have a significant impact on student learning, and any increases or decreases have an effect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.	18	85.71%
Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students	17	80.95%
While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency	15	71.43%
Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency	15	71.43%
Many of the factors that affect student success, such as trauma, poverty, mental health, and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change or are under the control of other agencies, is not a realistic practice of a local school board.	19	90.48%

Cohesive Curriculum

Where did your school self-identify on the [USD 497 Cohesive Curriculum Needs Assessment Rubric](#)?



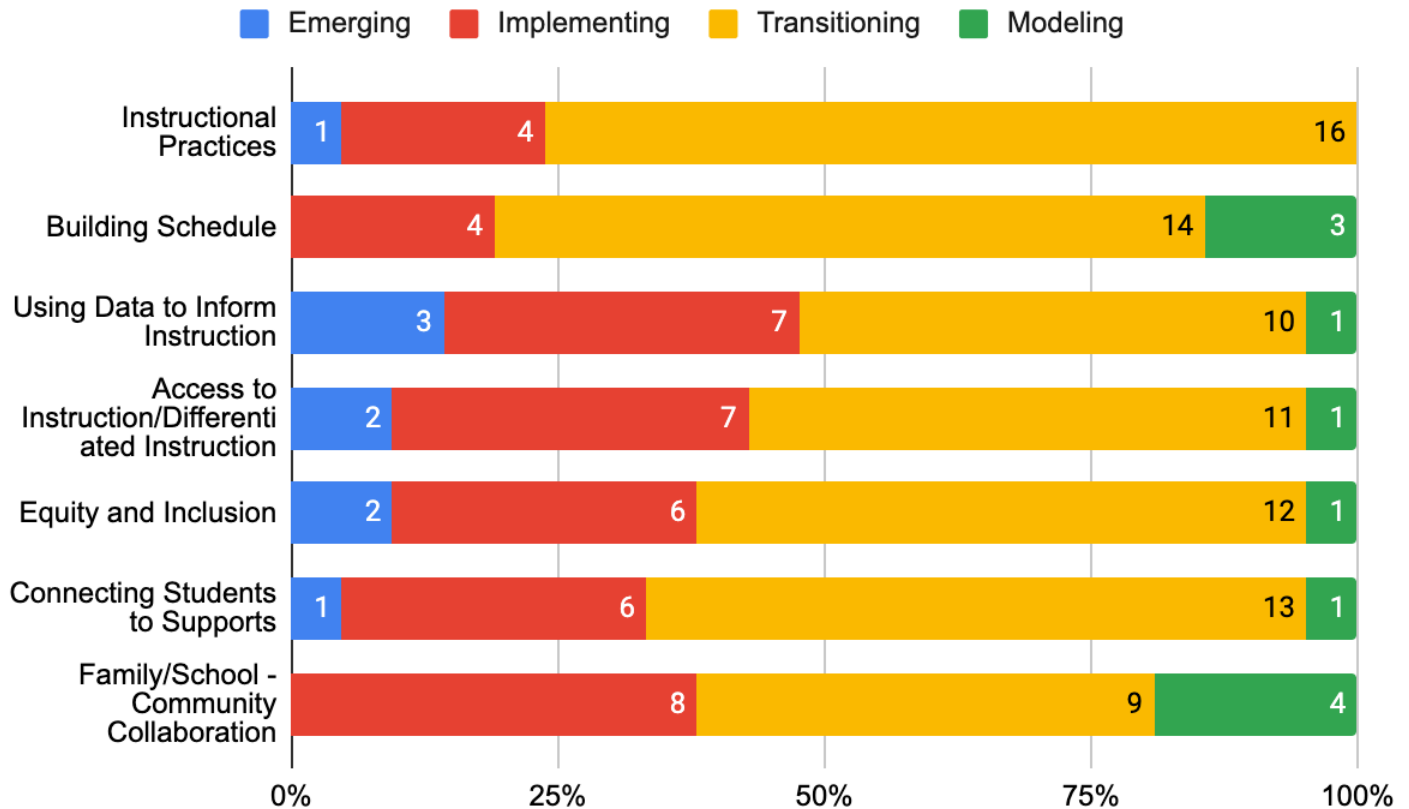
After evaluating the data presented to you and your team, what adjustments (changes/celebrations) to Cohesive Curriculum are needed?

- 1. [Changes] Evaluate ELA resources and curriculum - NO scope and sequence exists for middle school ELA curriculum. No cohesive resource (e.g., textbook or guiding grammar). 2. [Celebration] Math resources and curriculum led to huge gains in math achievement. Go Desmos! 3. [Changes] ELA alignment vertically (6 to 7 to 8 grade) in priority standards and in instructional sequencing.
- Four areas new building initiatives
- Consistent, structured collaboration for all content areas, accountability to the adopted resources, removing barriers so that ALL students have the opportunity to participate in Fine Arts programs, vertical/horizontal alignment in regards to district curriculum resources, Clarifying our Ci3T plan and how we implement it in our building.
- Continued progress toward math fluency, primary grades increased in reading fluency. Older grades need intense intervention from multigrade, covid, etc.
- Core curriculum is through Edgenuity. We need to identify ways to ensure fidelity and actually measure growth and learning.
- Focus on math: fractions and number sense.

- Focusing on building wide strategies for Tier 1 instruction (AVID, skill practice application, explicit instruction, vocabulary)
- Integrated math course offering, Building wide literacy, Freshman 101 (testing buy-in/information for students)
- Intervention; additional math instruction in our inquiry block.
- More teachers are using structured literacy when planning; many are in LETRS training; sound walls have been implemented more; 5th grade intervention groups
- Need to establish the connection with Individual Plans of Study at elementary. We hopefully have addressed some needs with our new math curricular resource in the area of math. We need to revise the IDM's. This takes a lot of time.
- This is a starting point and now we need more specific data in order to address the gaps in their knowledge.
- We celebrated the work of the fine arts curriculum. The fine arts team member on our team shared many successes. We need to commit to thinking of Ci3T as more than tickets.
- We have some things to celebrate with regard to the PLC process and addressing student need and some work to do around making sure that our Ci3T Primary plan is strengthened relevant and accessible to all our staff, but especially to new teachers. We need to make sure that our Tier 1 is solid.
- We need more civic engagement at the elementary and direction with IPS at the elementary level.
- We need to ensure that all standards are being adequately covered and that we are aligned vertically to meet the academic needs of all students.
- We need to put systems in place to meet the needs of our students of color and free and reduced and students with disabilities and IEP's. Implement system so that all adults working with children are building on identified skills and collaborating. Build alignment between sped, ESL and gen-ed services.
- We need to really focus on creating a consistently engaging learning environment with increased opportunities for students to provide and receive feedback.
- We want to celebrate the improvement in scores. An area of focus would be to emphasize the importance of all staff supporting state assessments in their classrooms. It takes a village.....everyone is responsible for our scores. We will provide PD on this.
- What spiral review / test skills are provided to 3rd-5th? What correlation is there between interim and KAP? How much of the resource was covered in ELA and math?

Student-Centered Learning

Where did your school self-identify on the [USD 497 Student-Centered Learning Needs Assessment Rubric](#)?



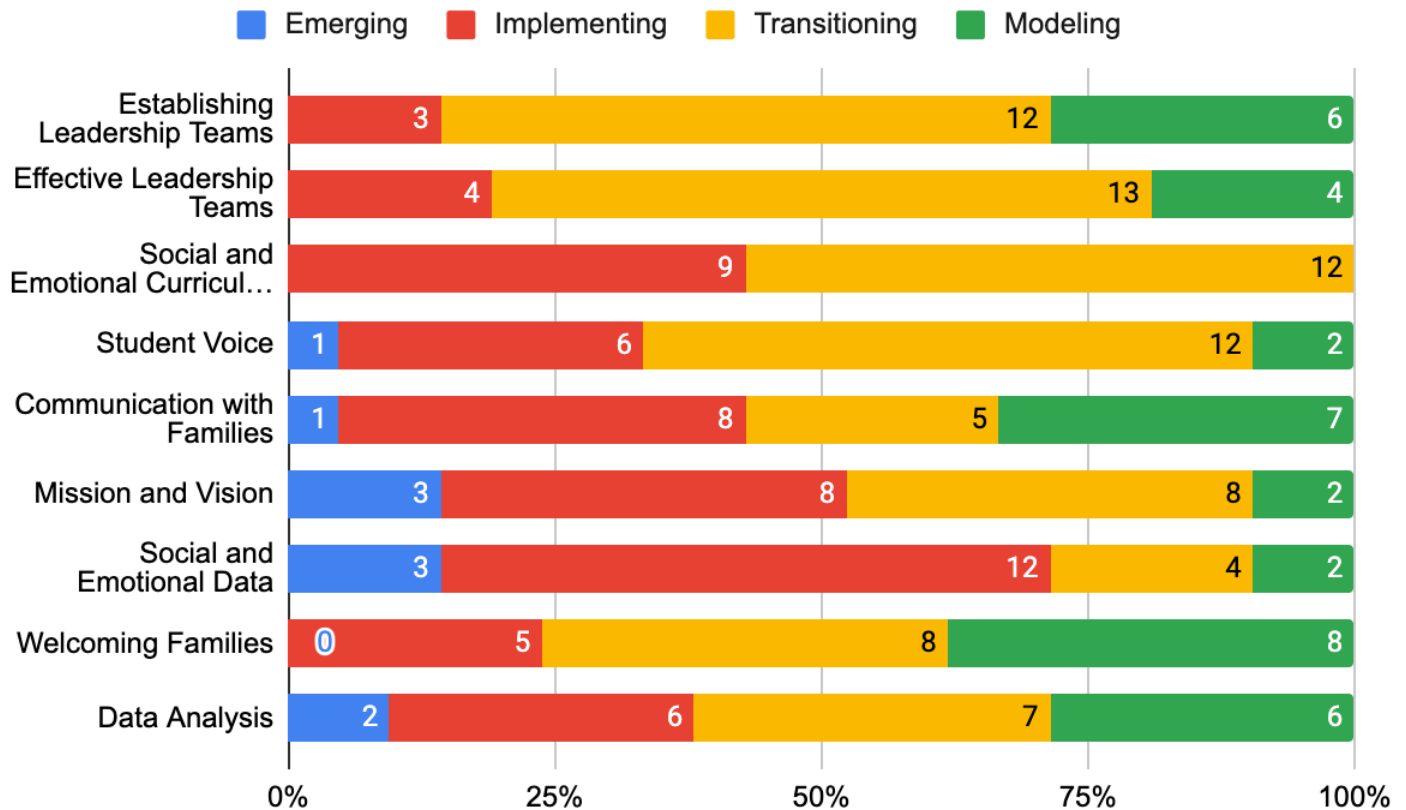
After evaluating the data presented to you and your team, what adjustments (changes/celebrations) to Student Centered Learning are needed?

- Celebrate: The staff at BMMS is committed to all students. The work is hard, but it is worth it! Continue to focus on: Interventions (extension and remediation support for ALL, looking at our biases), Implementing IEPs with fidelity - how can we help to ensure, what does accountability look like, Building student focused relationships, trust, getting to know students, know their stories, etc.
- Family engagement continues to be an area for improvement. We have a good number of interventionists to support students. Students would like more group projects and interactions within their learning in the classroom....interactive learning instead of passive teaching. Teachers may need PD for this. Increased student recognition is important and needs to be a focus.
- Reliance on an online platform is stifling. Incorporating project-based learning.
- LPS Instructional Framework needs to be referenced and used, more continuity on using data and instruction
- We are proud of the individualized education we provide our students. We must continue to give families opportunities to engage and learn how to support their students best.
- Reinforcing expectations is reported by teachers as significantly higher than observation; social skills observed in reinforcing behavior are at times unclear in observations.
-

- 1. [Changes] - More time to meet and discuss with team plan coming back next year. 2. [Changes] - improved schedule for better intervention/WIN time.
- Having a structured outline for team collaboration time (Monday - GEI, Tuesday - Student Celebrations, etc.), Resources to communicate to families (ELL & other marginalized groups), School-wide expectations for academics (staff and students).
- Discussed changing building schedule to Implementing from Transitioning because of issues discussed, such as Title/ELL/SLP scheduling with core classroom schedules, and the fact that we will have more 3-section grades, etc. The rest stayed the same.
- We have a dean who will focus on school/community/parents; continue BOY parent meetings with monthly newsletters, e team support as well; state math (3rd-5th): % of students with disabilities in level 3-4 increased from 16.7% to 19.2%
- We need to address the equity gap.
- No data. Discussion led to initiatives for improvement.
- Make sure all staff are trained in evidence based instructional practices. We will continue with staff trainings and student centered learning. We will work more on our progress monitoring and adjusting instruction as needed.
- We see that we are much higher than the district averages. It may look different in the Montessori setting but it is working as is evident by student misbehavior has decreased and they are feeling connected to their school community. We need to keep it up!
- We need to continue to set a culture of learning. We need to reinforce the importance of educators following an instructional schedule the fosters the 3 tier approach. Additional district training needs to be in place to meet future rubric movement on using the CSRC and connected equitable practices.
- Project-Based Learning, Knowledge Building, Increased Student Voice, Expanding our use of Benchmark Advance, Planning with our LMS
- We need to work on staff connecting students to appropriate supports within class and additional supports. We need to continue to work on building our relationships with families.
- connecting students to supports-tightening up our process around analyzing data to inform and adjust tier 1 instruction, students goal setting, training throughout the year on CSRC,
- solidify schedule--protect whole group segment. Delineate intervention/small group time. Monitor the master schedule for usage as well as effectiveness.
- Smaller class sizes to meet student needs, great community collaboration, family support is necessary, modeling how to respond in building to needs of students, State Test Prep home materials were motivating, communication home to parents/families about how to include learning at home"

Safe and Supportive Schools

Where did your school self-identify on the [USD 497 Safe and Supportive Schools Needs Assessment Rubric](#)?



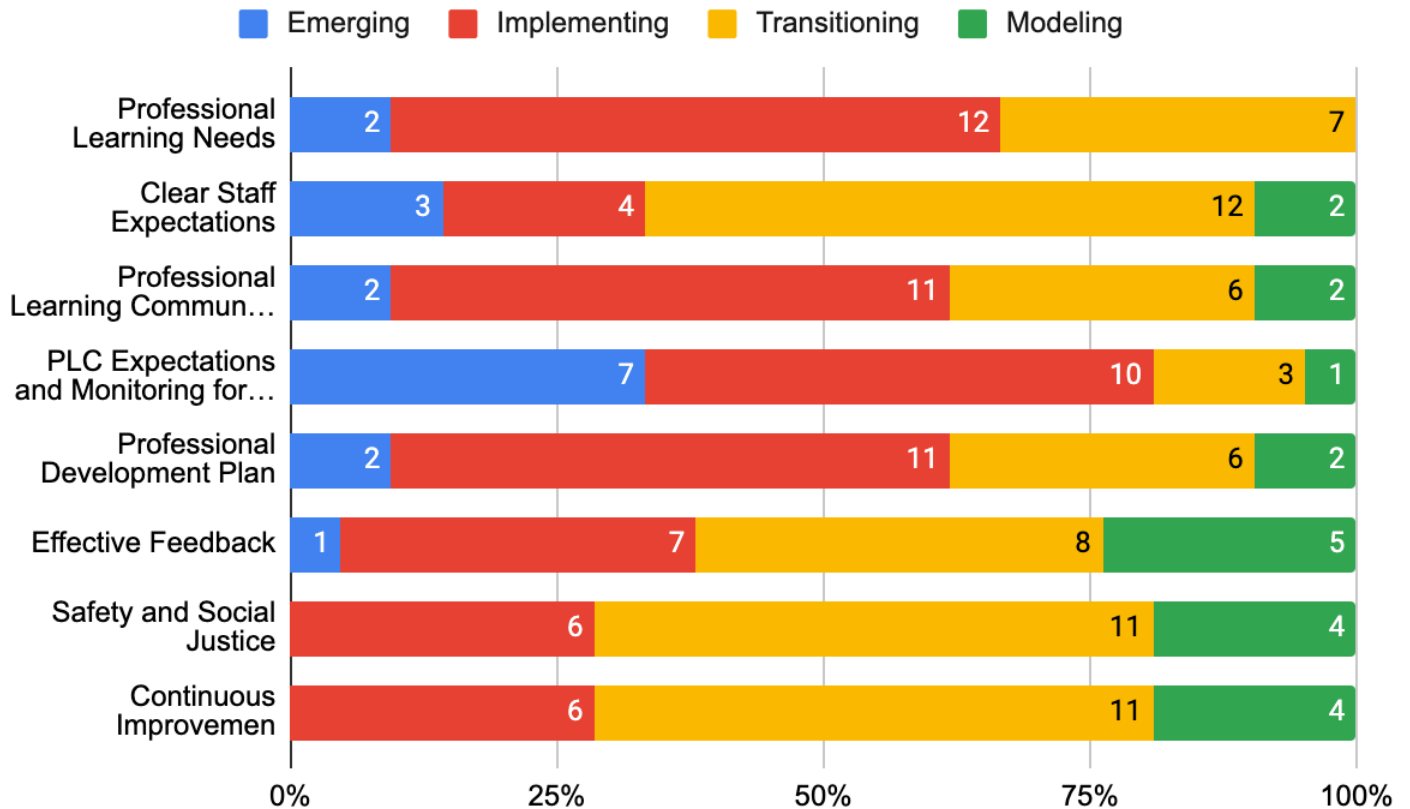
After evaluating the data presented to you and your team, what adjustments (changes/celebrations) to Safe and Supportive Schools are needed?

- A big conversation piece in this area is how to involve families and in what ways. Family connection took up a considerable amount of conversation and how we can begin to find consistency across the building in this area.
- Discussion and initiatives. Own climate survey.
- Family involvement is celebrated and strong. We improved 2/3 in this domain.
- How can we increase parent participation so that families have the opportunity to contribute to the school? As a staff, we need to examine the social/emotional data more often. More buy-in needed for Character Strong. Encourage teachers to be creative in using Character Strong. Mix in Respect, Responsibility and Excellence with Character Strong. Could students present Character Strong? Revisit our Back to School Open House.
- More opportunities for leadership from students, Two-way communication with families and communities (Different strategies).
- Need to better use social emotional data, need to implement zone of regulation check in system. Create system for student daily announcements
- Need to work on consistent intervention for behavioral/social/emotional support for identified students.
- Providing weekly updates from teachers. Dedicated team time for this.

- SEL: consistent across buildings and looking at individual students. Celebration: Families feel welcome and connected (data supports).
- Some of these things are just a part of how the BMMS staff does things, which makes it feel like we can focus on this area and continue to foster safe and supportive school for students. Before we really dug into the rubric we did a brain dump of areas and potential focus areas/activities. Many of these items fit perfectly within this section. We want to provide students and families more opportunities to be a part of the school, not only in academic context. We are curious, if we focus on student and family belongingness within the school, how might that positively affect school attendance?
- streamline expectations for communication with families,
- Switched "welcoming families" from modeling to transiting; 19% for family involvement on the Panorama survey; discussion on parent communication needs
- The time set for Character Strong was during the seminar time which was viewed as down time. Students identified they spend too much time on their devices and not enough interaction.
- There is a need to work on communication with families in different modalities and languages. Learn how to data mine more efficiently. Find a way to make SEL curriculum to work better for our building to fit our needs.
- We discussed using character strong with fidelity as well as having clarity on what is expected. We explored what more unified communication to parents could look like.
- We have many things to celebrate. We were able to continue strong communication and welcoming atmosphere even with our very large new student population.
- We need a new school mission and vision statement. What Cordley does is far beyond the scope of Life Long Learning and we could use some rebranding to celebrate those things. We also would like to have a systematic way of monitoring our progress with behavior.
- We need to continue using data to inform our instruction and ensure we provide a solid tier 1 curriculum.
- We need to continue working to improve learner behaviors w/in the building. Focus on a culture of learning and creating an environment where they're valued and their growth is prioritized.
- We need to partner with families to develop a plan to get students to school on time; overall attendance is better so our efforts have yielded positively; district alignment about entering behavior in PS; we question the percentages in the SRSS-iE, all are exactly the same in internalizing and externalizing, how can that be???

Engaged & Effective Employees

Where did your school self-identify on the [USD 497 Effective Employees Needs Assessment Rubric](#)?



After evaluating the data presented to you and your team, what adjustments (changes/celebrations) to Effective Employees are needed?

- 1. [Celebration] Changing schedule. New teaming time. 2. PLC changes
- better staff recognition program, ongoing pd on staff expectations, development and implementation of primary plan
- Celebration...we were within 1% of meeting our school climate goal! We feel like this is a big deal. Continue monthly team building events to continue to foster this goal. Classified data showed conflicting information. It would be helpful to know the number of staff responses in that category. Maybe further survey classified staff to see where work is needed.
- Celebrations: PD Plan, Changes: Offering Ci3T Training to Staff
- Ci3T is an area that needs a significant amount of time, energy, and buy-in. PD and PLC plan needs to be clearly communicated.
- clear and explicit expectations for PLCs with specific instructional strategy checkpoints included. Data protocol will also be implemented
- Clear staff expectations and administration holding staff accountable to those, Utilizing PLC time effectively (strong systems and communication), Intentional ways to connect with certified/classified colleagues.

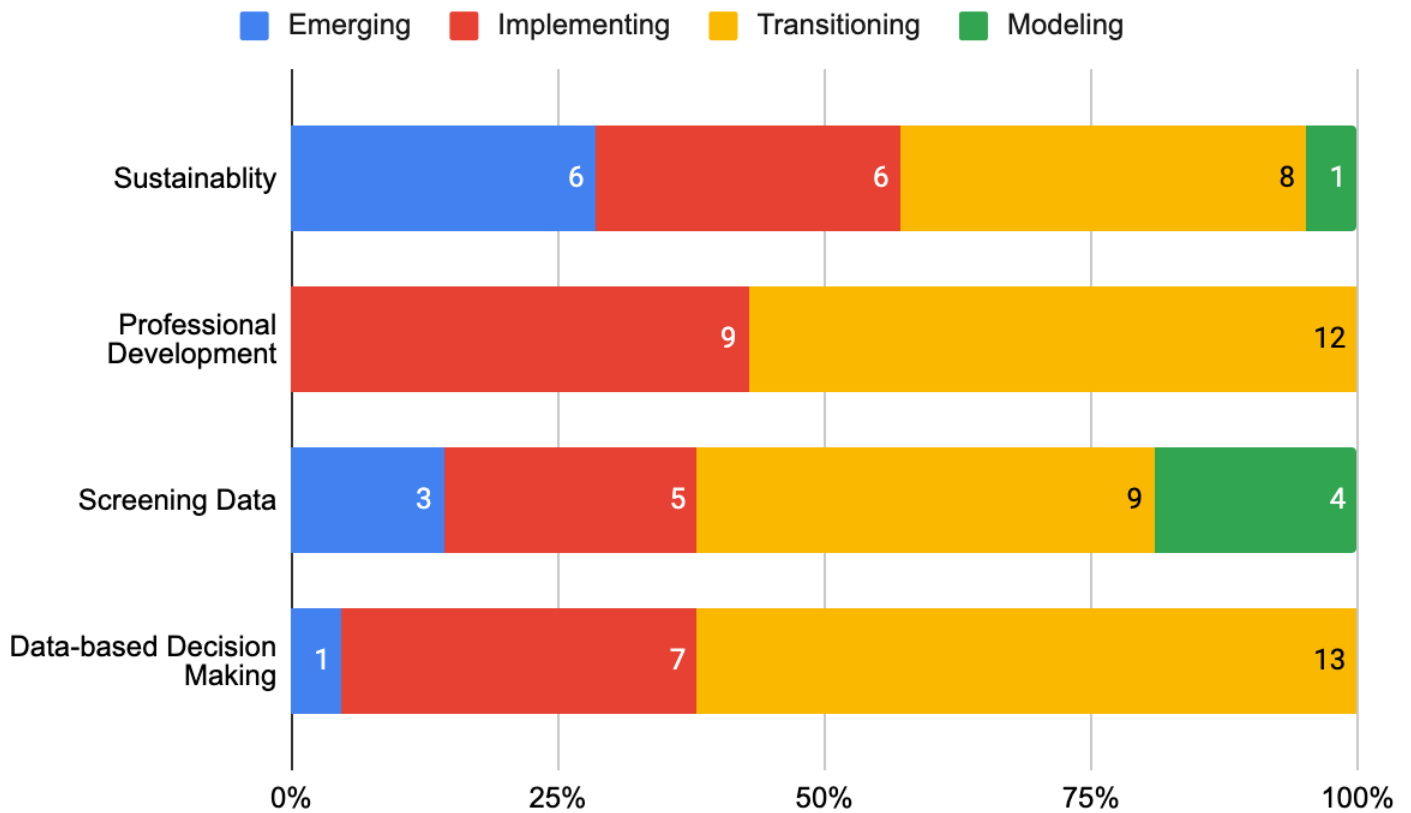
- Continued growth between students and teachers; continued growth in connections with families and communities as we continue to improve our culture of learning.
- E Team will create a tier 1 approach; hard to plan for PD when it's district provided/planned. Coaches and principal=great and consistent
- Empower teachers to feel more engaged in their teaching
- Increased in a few indicators above. Did not decrease in any indicators.
- Need to strengthen our PLC work and onboarding of new teachers is essential
- The leadership teams in the building uses data to look at challenges and solutions.
- There are a lot of surveys which could be overwhelming. If the PLC expectation is that we are talking about Ci3t, we need to add this to our focus.
- We are following through on so many priorities - but need to improve the labeling.
- We need more staff members to complete the Panorama Survey. Our certified staff data improved while our classified staff data did not (went down). We need to determine why our classified data went down. We will be implementing the Building Goal Committees next year, which will provide an avenue for staff to be a part of decision making.
- We need to continue to refine our vision so that we can better set expectations and ensure that we are set up for staff and student success.
- We need to do a better job of on-boarding new staff.
- We need to have consistent, ongoing time for actual PLC work. Throughout the year, we need to start building in structures and practices into our Ci3T plan.
- We need to offer more consistent support to our new teachers with the feedback loop and also by protecting their time with the grade level partners. We need to make sure that the Ci3t manual is updated and supportive of these expectations.

What professional learning is necessary for teachers to support students success and meet the school improvement goals?

- AVID training for staff
- Ci3T (academic, social-emotional, behavior), Data-driven tier 1 instruction.
- Ci3T PD, behavior intervention/analysis, clear assistance to address behavior needs.
- Clear expectations and support with accountability for students and staff; Refresh of what the Ci3T plan is, how to use it, what it means, etc. (and then PL around those areas); Data conversations (staff to staff, and staff with students, etc.)
- Clearer staff expectations with Ci3t at the beginning and throughout the school year. A schedule that allows for collaboration between Sped, para educators, interventionists and classroom teachers.
- Continued PLC dedicated to student learner behavior growth.
- Data mining, approaches to literacy in the building across all content areas.
- Effective PLC use, knowledge of Danielson model and effective practices for new staff and a PD plan that directly address the school improvement goals we set for the 24-25 School year.
- More training with behavior, data analysis, and tier 1 instructional practices with AVID.
- Our Building Goal Committees will be a key factor in this. Teachers may need PD on leading an effective PLC at the high school level.
- PLC- four questions need to continue to be the focus and looping back to monitor data.
- PLCs-focus on the 4 questions when given the opportunity
- Professional development in the following areas: age appropriate and applicable individualized transition assessment/s, trauma informed care, self determination, medication administration, computer literacy (staff),
- Professional learning around assessments, analyzing the data and how it can impact teacher instruction. The data needs to be timely so that it is current data. This might be looking at other times during the daily schedule to do this outside of Wednesday PLC time.
- We need to continue to find virtual specific PD. We have had some gains in this area but still need to find things that meet our needs.
- We need to ensure that teachers have time to grow and learn from each other.
- Will identify last day of Summer Institute

Data-Informed Decisions

Where did your school self-identify on the [USD 497 Data-Informed Decisions Needs Assessment Rubric](#)?



After evaluating the data presented to you and your team, what adjustments (changes/celebrations) to Data Informed Decisions are needed?

- ALL the time
- Better access to testing data to make informed decisions.
- Change delivery (print) state assessment data to send to parents.
- Continue morning data meetings as they are currently very impactful. Refocus on Ci3t and progress monitoring. Rearranging of our BLT will hopefully allow them to be more focused and gather data. Sustainable protocol for sharing out what is happening in leadership meetings.
- Develop data collection plan and implement
- digging deeper into data and learn how to read and interpret data
- Implementing building wide data protocol

- Link Ci3T plan and PD to our building goals and follow up on those goals consistently, Clear agendas as it relates to PD or collaboration time, PD on what to do with data.
- No data provided. Valuable discussion and initiatives addressed.
- Systematic and intentional PD planning for the upcoming school year.
- Targeted professional development for all staff (specials, etc.).
- To move from implementing to transitioning in Sustainability, back to school PD will need to be explicit teaching around the Ci3T. We should also build check-ins in to the ongoing PD plan for new and veteran staff, alike. There should be a focus on how this Ci3T plan does align with Montessori.
- We collect the data but need to share and analyze with all staff/stakeholders.
- We must continue refining our process for collecting, analyzing, and using data.
- We need to develop a more positive view of Ci3t to make it purposeful and create more buy-in.
- We need to look more frequently and consistently review data as a Guiding Coalition.
- We need to share more data with staff.
- We need to understand the data that we have and what to do with it to have the greatest impact and allow us to meet our building goals.
- Where to find the data easily, making the data more of the culture of PLCs, updating our PLC document

Looking at the two data sets (2022-23 and 2023-24) what changes have you seen in the demographics of your school?

- 2% increase of students with IEPs, increase of ELL students by 1%, 1% increase in free and reduced lunch, 2% decrease in reduced lunch, 10% increase in student population, American Indian increased by 2%, Increase in IEPs went up in our building but went down in our district.
- African-American population decreased at Sunflower and across the district Students with IEPs increased (up by 2%)
- Big changes we saw were large increases with IEPs, Free/Reduced lunch (57% of building). Noticeable shifts in race and ethnicity categories that we have questions about, specifically significant decrease in students identified as white, district wide as well.
- Current 23/24 school year shows a decrease in students; a lower percentage of those who identify as non- white; slight decrease in free lunches. Compared to the district data we have a significantly larger % of our students who have an IEP and or ELL services.
- Fewer ELL, more IEP's, Free reduced lunch increased. Fewer percent identify as white. NA percentage went down. Total population went up we went from 360 to 420 students.
- Free/reduced lunch went up by 6%; students with IEP's went up 5%; african american and white students went down significantly in the building and district level; multi-racial went up 8%
- Goal 1: From Spring 2023 to Spring 2026, the percentage of marginalized students scoring in the low risk/on track range will increase to at least 75% in K-1 earlyReading and at least 62% in 2-5 aReading. 93% in spring 2023/67% kinder in spring 2024. 60% in spring 2023/44% in 1st in spring 2024. 64% in spring 2023/74% in 2nd in spring 2024 goal met. 53% in spring 2023/67% in 3rd in spring 2024. 47% in spring 2023/36% in 4th in spring 2024, *64% of their marginalized kids are high risk, 44% in spring 2023/53% in 5th

- Increased student enrollment, increased student IEP - Disability, increased Free Lunch, population demographic shifted with closure of schools in USD 497
- Modest increase in both minority and free and reduced population.
- No significant changes:
- Slight increase in percentage of students with IEP's and Free/Reduced Lunch
- Students with disabilities decreased from 79.6% scoring in level 1 (22-23) to 71.1% in 23-24 in the area of ELA. African American students had 41.9% scoring in level 1 (22-23) to having 66.7% of our students scoring in level 1 (23-24). Our Am. Indian/Alaska Native students had 61.1% of students scoring in level 1 (22-23) and 35% in 23-24. In math, females went from 37.1% in 22-23 to a 45.6% in 23-24. Males had 40% of students score level 1 in 22-23 and 48.9% of students in level 1 in 23-24. White students had 34.2% scoring at level 1 in 22-23 and 42.1% in level 1 in 23-24.
- The data is difficult to parse due to the percentages - they add up to 108% in one year and 138% in another year.
- The primary change in our demographics was that the percentage of African American students declined from 13% to 6%. Students. accessing a free lunch declined by 2%.
- We have added a significant number of new students with the Broken Arrow closure. Decrease in percentages of each subgroup.
- We have seen an increase in special education, we have also seen an increase in racial diversity.
- We have some questions regarding the demographic percentages and the dramatic shift in some groups.

What conclusions or interpretations can we make from that data?

- Are families that need free meals filling out the paperwork to do so? Are families marking their races differently?
- As the percentage of our students that come from within USD497 increases, we see demographics that align with that community; in previous years, our enrollment was less diverse, reflecting the state as a whole.
- Decrease in enrollment continues to be a challenge for our school community. We need to continue prioritizing student services via SPED/ELL for our students at LMCMS.
- Gifted is under represented, support did not follow students who transferred from closed buildings, student enrollment increased due to Woodlawn's open and warm culture
- Increase in the size of the building may have impacted the percentages. Adding students from a school closure impacted the demographics drastically. Some of the percentages went down but the size may have increased.
- Our population changes year to year.
- Some of the data seems a bit off. Are families allowed to click more than one box?
- Student populations are shifting in how they identify (more multi-racial); the needs of our families has increased; more students with IEP's
- Students could choose more than one category for race, or choose not to answer. The incoming 6th grade class were identified earlier for IEPs. Reduction in staff across the district could impact the services we have to provide.
- Sunflower's community seems to reflect that of the entire district. We are diverse and very aligned with the district percentages as well.

- The 23-24 race/ethnicity data indicates that CCCA has 15.5% Native American population which is substantially greater than either feeder high school. The African American population is only 4.7% which is much lower than either feeder high school.
- The data is difficult to parse due to the percentages - they add up to 108% in one year and 138% in another year. Unclear exactly what the differences may be since they don't add up to 100%.
- The KAP assessments show a downward trend.
- We are questioning the accuracy of the data.
- We feel we did some really intentional work around identifying families who qualified for FRL and communicating with translation in ALL languages. We had many families move in who had similar or great socio-economic needs. The increase in IEPs may be reflective of several things to include some challenges in staffing (2nd gr mid-year), remote psych, school closure, more effective GEI process, and. even lack of exposure due to COVID
- We have felt a strain in our resources, both supplies and staff. The social-emotional support needed to educate students in the classroom have required a lot of resource support in additional to providing kids with supplies and food and other personal necessities.
- We still have a lot of work to do! We are looking more at student growth so all students are achieving.

What would it take to improve the learning for each of our marginalized students?

- A schedule that prioritizes Tier 1 access for all. Continue our hard work in making community connections with students and families from all racial, cultural and linguistic backgrounds. We need everything translated into all languages and that support needs to come from the district. Effective and cohesive use of resources and effective GEI process.
- adequate staffing, completed apartments for independent living instruction, our own building data
- All students are marginalized - continued effort
- Are all students, regardless of race, who should be receiving interventions (extensions or remediation) being identified and supported?
- Building student focused relationships, trust, getting to know students, know their stories, etc."
- Empowerment through choice (opportunities for exposure to career paths), UDL, Action plans, Educating ourselves on other cultures/learning styles, asking students what they need to improve learning
- Focus on what we have control over -
- Improvements in connecting our staff and families.
- increase care for learning, in home to school connection
- increased confidence in students to be resilient as learners
- Increased Student Voice (Showing student output in a way that makes sense to them).
- Knowing and identifying students background, home life, situation, attendance concerns, communicating amongst staff to support.
- lower class sizes; VERY targeted intervention; more parent exposure/relationship building; E team plan to get more tier 1 items out for all staff/students to utilize
- Making sure that ALL students feel connected to the community.
- Meeting the needs of the individual students
- More WICOR in the classroom.

- Our E-Team would like staff to be more involved in reaching out to marginalized students. ECT study groups could be put into place for marginalized students. E-Team would like to present at staff meetings as well. We need to listen to the voices (needs) of our marginalized students. What is the definition of marginalized? We need to have a staff discussion about this.
- prioritizing support staff to ensure student needs are met consistently, implementing a building wide data protocol for analyzing data in PLCs,
- Resources to communicate to families (ELL & other marginalized groups), Revisiting/Training on the CSRC guide, Structured classrooms (routines and procedures).
- Rigorous Tier 1 instruction. Implement systems and routines (SEL/Behavior/Academic), effective PLC's so that we meet our students needs.
- We found that we actually need to collect and analyze additional data. We want to look at extracurricular activities, who is involved, are there opportunities for all students?
- We need intervention help to reduce the size (or create) of our tier 2 and 3 groups.
- We need to continue to create opportunities for families to be a part of our school community so that they know they are valued members of the LVS family.
- We need to dig into standards and look at our data to determine how to address deficits. We need to focus our PLC work to do this.
- We need to quit labeling students as marginalized.

What would it take to improve the behavior and attendance of our marginalized students?

- All students need to feel that they have a voice in the building, students and families need to feel as if they are part (not othered) within the building. We want to make sure that we are mindful about all stakeholders feel that what they say and do matters.
- Building better support structures and education for how LVS functions and what resources are available to students.
- Building relationships, identifying mentors, meeting them where they are at, being able to communicate in their native language, transportation (bussing for students to participate in after school activities/tutoring/sports).
- Communicate positives with families and students, Consistent structure and routines, build positive relationships by utilizing culturally responsive practices.
- continue to create opportunities for student feedback
- Continue to follow through with consistent behavior expectations. Need more support or smaller class size to meet student needs.
- Continued connection and relationships to build rapport with families. Once we have those strong connections, we can make some headway in that area.
- continuing to build positive relationships between school and families and consistent intervention for those students
- development & implementation of our primary plan
- help shift narrative in families that school is collaborative partner in seeing their student grow and succeed.

- How can we increase parent participation so that families have the opportunity to contribute to the school? As a staff, we need to examine the social/emotional data more often. More buy-in needed for Character Strong. Encourage teachers to be creative in using Character Strong. Mix in Respect, Responsibility and Excellence with Character Strong. Could students present Character Strong? Revisit our Back to School Open House.
- lower class sizes; more parent exposure/relationship building; easier access for communication-could the classroom, could PTO and building newsletters go out at the same time?
- More meaningful interaction and engagement in classes incentivize positive behavior and attendance, and better follow-up with parents.
- Positive School-Home Communication. Free Transportation for All! Free Lunches.
- Solidify Ci3T expectations, plans, and follow through for all staff and stakeholders. Refresher on trauma informed care, behavior of manifesting behaviors. All staff needs trained on restorative justice, tier 1.
- Systems and procedures for communication from the MHT to all involved adults. An expectation for staff communication to families either weekly or monthly.
- Targeted interventions in small group settings with a wide array of staff contributors.
- We have good attendance and our staff are "modeling" in addressing behavior.
- We need to have some kind of behavior screener or tool to help us with progress monitoring of our behavior concerns and markers of impactful social emotional learning. We also need to review our data to look for trends where we may see marginalized students over identified in certain areas.

Building Goals, Needs Assessment, and State Assessment Review

Billy Mills Middle School

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district's strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for Billy Mills Middle School.

BUILDING GOAL #1	
By the end of the 24-25 school year, Billy Mills Middle School will increase on-time and in-class attendance by 50% from baseline 2023-24 data.	
Timeline: One-year	
KSDE Alignment: Academic Preparation Cognitive Preparation Technical Skills Individual Plans of Study focused on career interest Post-Secondary Success	USD 497 Strategic Plan Alignment: Cohesive Curriculum Student-Centered Learning Data-Informed Decisions
BUILDING GOAL #2	
By the end of the 23-24 school year, Billy Mills Middle School will have 40% of students scoring at the proficient level (levels 3 and 4) on the Kansas State Assessment.	
Timeline: One-year	
KSDE Alignment: Academic Preparation, Cognitive Preparation, Technical Skills, Individual Plans of Study focused on career interest, Post-Secondary Success	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Data-Informed Decisions

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

Reviewing Interim Data

Offering students a separate quiet setting during assessments, skills-based groups, cross grade-level grouping, taking interims with fidelity

Reflecting on data and making action steps related to the state standards so all students can be college and career-ready.

Ensure that all staff have clarity on what is expected so we can support meeting the needs of all of our students.

Use PLC time to analyze student data and make data-driven instructional decisions.

Setting up sustainable systems to review student data

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning, High percentage/number of free and reduced students and increased poverty rate, High percentage of EL students receiving ESL/ESOL supports and services, Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind, High or increased levels of homeless students and families and foster care families, Declining enrollment that reduces funding and access to additional services and supports for students, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Special Education funding shortfall has limited supports of our highest need students, Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions, Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss, High numbers or increasing numbers of single parent families, An increasing level of social emotional challenges and needs of students, High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year, We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Increased funding and time for staff development, Additional substitute teachers for teacher release time, Increase paraeducator support in special education classrooms, Increased funding to expand extended school year and summer school programs for students, Maintain low teacher/pupil ratio for greater individualized instruction, Additional ESOL teaching staff for bilingual students, Increase funding for Pre-K programs, Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	Yes
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	Yes	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	Yes
Sufficient levels of academic of vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	No		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

Billy Mills Middle School - [Kansas Building Report Card](#)

Billy Mills Middle School - [Performance Accountability Report](#)

Community Connections at Pinckney

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district’s strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for Community Connections at Pinckney.

BUILDING GOAL #1	
By the end of the academic year, all building students will demonstrate improved goal-setting skills by identifying and setting at least one personal goal related to academics, social or emotional behavior goals, or employment. Each student will self-monitor their progress toward these goals on a weekly basis and submit a monthly progress report to their teacher. They will also be expected to adjust their strategies, if necessary, to ensure continued progress towards their goals. If they meet a goal, they will choose another goal and repeat the process.	
Timeline: Two-years	
KSDE Alignment: Civic Engagement	USD 497 Strategic Plan Alignment: Cohesive Curriculum
BUILDING GOAL #2	
By the end of the 2024-25 school year, at least 80% of our secondary students will have successfully completed and documented a civic volunteer activity in their local community each quarter, as evidenced by activity logs and reflective writing submissions.	
Timeline: Two years	
KSDE Alignment: Civic Engagement	USD 497 Strategic Plan Alignment: Cohesive Curriculum

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

no data

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

No

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning, High percentage/number of free and reduced students and increased poverty rate, Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind, High or increased levels of homeless students and families and foster care families, Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Lack of or limited access to quality Pre-K education, Lack of or limited access to community health services and mental health services, Special Education funding shortfall has limited supports of our highest need students, Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions, High numbers or increasing numbers of single parent families, High levels or an increase in absenteeism among our student population, An increasing level of social emotional challenges and needs of students, High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year, It is difficult to encourage a student's highest performance on an assessment that does not impact their future., Lack of, limited, or difficulties in engaging parents in the educational process, We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data, We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Increased funding and time for staff development, Additional substitute teachers for teacher release time, Increase paraeducator support in special education classrooms, Increased funding to expand extended school year and summer school programs for students, Maintain low teacher/pupil ratio for greater individualized instruction, Additional ESOL teaching staff for bilingual students, Increase funding for Pre-K programs, Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency., The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria., Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students, While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency, Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency, Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	Yes
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	Yes	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	Yes
Sufficient levels of academic of vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	Yes		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

Cordley Elementary School

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district's strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for Cordley Elementary School.

BUILDING GOAL #1	
By May of 2025, Cordley Elementary will reduce the percentage of students deemed "chronically absent" as defined by our district data collection platform by at least 8%.	
Timeline: One-year	
KSDE Alignment: Quality Instruction (Fundamental), Social and Emotional Growth Measured Locally (State Board Outcome)	USD 497 Strategic Plan Alignment: Student-Centered Learning, Safe and Supportive Schools
BUILDING GOAL #2	
By the end of the 2025-2026 school year, 75% of students in grade K-5 will score as low risk or on-track on the Spring FastBridge aReading or Early Reading assessments.	
Timeline: Two-years	
KSDE Alignment: Structured Literacy (Fundamental), Standards Alignment (Fundamental), Quality Instruction (Fundamental)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Data-Informed Decisions
BUILDING GOAL #3	
By the end of the 2025-2026 school year, 75% of students in grade K-2 will score in the Low Risk or On Track categories in the FastBridge aMath or earlyMath assessments. By the end of the 2025-2026 school year the number of students in grades 3-5 scoring at a level 3 or 4 in KAP Math assessment will increase by 10% each year.	
Timeline: Two-years	
KSDE Alignment: Standards Alignment (Fundamental), Balanced Assessment (Fundamental), Quality Instruction (Fundamental)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Data-Informed Decisions

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

Maximizing access to highly effective Tier 1 instruction through scheduling, PLCs, progress monitoring and selecting and using resources that align to our Kansas State Standards.

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning, High percentage/number of free and reduced students and increased poverty rate, High percentage of EL students receiving ESL/ESOL supports and services, Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind, High or increased levels of homeless students and families and foster care families, Declining enrollment that reduces funding and access to additional services and supports for students, Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Lack of or limited access to quality Pre-K education, Lack of or limited access to community health services and mental health services, Special Education funding shortfall has limited supports of our highest need students, Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions, Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss, High levels or an increase in absenteeism among our student population, An increasing level of social emotional challenges and needs of students, High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year, It is difficult to encourage a student's highest performance on an assessment that does not impact their future., Lack of, limited, or difficulties in engaging parents in the educational process, Diminishing local control limits our ability to provides supports and services specific to our student and community population, We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant., Systemic racism and inequity in our educational systems and funding models. The wording of these questions is an example of what social stereotypes and systemic problems that perpetuate the inequity.

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Increased funding and time for staff development, Additional substitute teachers for teacher release time, Increase paraeducator support in special education classrooms, Increased funding to expand extended school year and summer school programs for students, Maintain low teacher/pupil ratio for greater individualized instruction, Additional ESOL teaching staff for bilingual students, Increase funding for Pre-K programs, Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues, Fully fund Special Education for the first time ever in the history of Special Education.

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria., Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students, While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	Yes
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	Yes	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	Yes
Sufficient levels of academic of vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	Yes		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

Cordley Elementary School - [Kansas Building Report Card](#)

Cordley Elementary School - [Performance Accountability Report](#)

Deerfield Elementary

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district's strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for Deerfield Elementary.

BUILDING GOAL #1	
ELA: By the end of the 2024-2025 school year, student cohort data in grades 1, 3, 4, and 5 will increase by at least 10% as measured by the Spring 2024 and Spring 2025 Fastbridge growth reports. 1st grade: 65% 3rd grade: 62% 4th grade: 44% 5th grade: 42% By the end of the 2024-2025 school year, 65% of students in grade K and 2 will achieve typical or aggressive growth as measured by the Spring 2025 Fastbridge growth report.	
Timeline: One-year	
KSDE Alignment: Structured Literacy (Fundamental), Balanced Assessment (Fundamental), Quality Instruction (Fundamental)	USD 497 Strategic Plan Alignment: Student-Centered Learning, Data-Informed Decisions
BUILDING GOAL #2	
By the end of the 2024-25 school year, 75% of students in grades K-5 will score as low-risk or on-track on the Spring FastBridge aMath or earlyMath assessment.	
Timeline: One-year	
KSDE Alignment: Standards Alignment (Fundamental), Balanced Assessment (Fundamental), Quality Instruction (Fundamental)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Data-Informed Decisions
BUILDING GOAL #3	
By the end of the 2024-2025 school year, the percentage of parents favorably scoring family engagement will increase from 19% to 40% as measured by the Panorama family survey.	
Timeline: One-year	
KSDE Alignment: Social and Emotional Growth Measured Locally (State Board Outcome)	USD 497 Strategic Plan Alignment: Student-Centered Learning, Safe and Supportive Schools

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

LETRS training; implementing new resources with rigor; continue if possible for smaller testing environments; using Benchmark and math curriculum we can assess in different ways.

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

No

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning, High percentage/number of free and reduced students and increased poverty rate, Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind, High or increased levels of homeless students and families and foster care families, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Lack of or limited access to quality Pre-K education, Lack of or limited access to community health services and mental health services, Special Education funding shortfall has limited supports of our highest need students, Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions, Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss, An increasing level of social emotional challenges and needs of students, High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year, It is difficult to encourage a student's highest performance on an assessment that does not impact their future., Lack of, limited, or difficulties in engaging parents in the educational process, Diminishing local control limits our ability to provides supports and services specific to our student and community population, We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant., class sizes and no multigrade!

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Increased funding and time for staff development, Additional substitute teachers for teacher release time, Increase paraeducator support in special education classrooms, Increased funding to expand extended school year and summer school programs for students, Maintain low teacher/pupil ratio for greater individualized instruction, Increase funding for Pre-K programs, Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues, we loved having a building sub! It's soooooo needed so the interventionist doesn't have to sub

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency., The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria., Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students, While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency, Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency, Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	Yes
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	Yes	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	Yes
Sufficient levels of academic of vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	Yes		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

Deerfield Elementary - [Kansas Building Report Card](#)

Deerfield Elementary - [Performance Accountability Report](#)

Free State High School

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district's strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for Free State High School.

BUILDING GOAL #1	
The percent of student respondents favorably rating the areas of School Engagement and School Climate and Belonging on the Panorama Survey will increase by 5% each year over the next three years.	
Timeline: Three-years	
KSDE Alignment: Academic Preparation, Cognitive Preparation, Technical Skills, Employability Skills, Civic Engagement, Social and Emotional Growth Measured Locally, Individual Plans of Study focused on career interest, High School Graduation, Post-Secondary Success	USD 497 Strategic Plan Alignment: Cohesive Curriculum Student-Centered Learning Safe and Supportive Schools Data-Informed Decisions
BUILDING GOAL #2	
The percent of teacher/staff respondents favorably rating the areas of School Climate and Belonging on the Panorama Survey will increase by 5% each year over the next three years.	
Timeline: Three-years	
KSDE Alignment: Academic Preparation, Cognitive Preparation, Technical Skills, Employability Skills, Civic Engagement, Social and Emotional Growth Measured Locally, Individual Plans of Study focused on career interest, High School Graduation, Post-Secondary Success	USD 497 Strategic Plan Alignment: Student-Centered Learning, Safe and Supportive Schools, Effective Employees, Data-Informed Decisions
BUILDING GOAL #3	
The percent of students scoring at levels 1 and 2 on the science, math and ELA state assessments in the year 2025 will reduce by 5%. Furthermore, the aim is to achieve an additional 1% decrease each subsequent year.	
Timeline: Three-years	
KSDE Alignment: Structured Literacy (Fundamental), Standards Alignment (Fundamental), Balanced Assessment (Fundamental), Quality Instruction (Fundamental), Post-Secondary Success (State Board Outcome)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Data-Informed Decisions

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

We look at interim test data and adjust classroom practices. We provide interventions. We have provided PD to teachers about research-based reading strategies.

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning, High percentage/number of free and reduced students and increased poverty rate, Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind, High or increased levels of homeless students and families and foster care families, Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Lack of or limited access to community health services and mental health services, Special Education funding shortfall has limited supports of our highest need students, Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions, Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss, High levels or an increase in absenteeism among our student population, An increasing level of social emotional challenges and needs of students, It is difficult to encourage a student's highest performance on an assessment that does not impact their future., Lack of, limited, or difficulties in engaging parents in the educational process, Diminishing local control limits our ability to provides supports and services specific to our student and community population, We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high-quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Increased funding and time for staff development, Additional substitute teachers for teacher release time, Increase paraeducator support in special education classrooms, Maintain low teacher/pupil ratio for greater individualized instruction, Additional ESOL teaching staff for bilingual students, Increase funding for Pre-K programs, Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency., The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria., Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students, While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency, Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency, Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	Yes
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	Yes	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	Yes
Sufficient levels of academic of vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	Yes		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

Free State High School - [Kansas Building Report Card](#)

Free State High School - [Performance Accountability Report](#)

Hillcrest Elementary

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district's strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for Hillcrest Elementary.

BUILDING GOAL #1	
After implementing unity action steps, 73% of Hillcrest Elementary students will say they feel they are valued members of the school community on the Panorama assessment in Spring 2025.	
Timeline: One-year	
KSDE Alignment: Social-Emotional Growth measured locally	USD 497 Strategic Plan Alignment: Safe and Supportive Schools
BUILDING GOAL #2	
After implementing building-wide Science of Reading practices during the 2024-2026 school years, the percentage of students scoring in the low-risk and on-track category for FastBridge will increase by 5% and students scoring in the high-risk category for Fastbridge will decrease by 5% each year for the next two school years.	
Timeline: One-year	
KSDE Alignment: Structured Literacy, Quality Instruction	USD 497 Strategic Plan Alignment: Cohesive Curriculum
BUILDING GOAL #3	
After the training and implementation of the 2024-2025 Ci3T behavior plan, staff climate will improve to 60% in the area of "school climate" on the Spring 2025 Panorama survey.	
Timeline:	
KSDE Alignment: Social-Emotional Growth measured locally	USD 497 Strategic Plan Alignment: Safe and Supportive Schools

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

We have a tiered level of interventions. We follow the district scope and sequence and recommended resources. Developing and implementing a system to ensure collaboration between sped, para educators, interventionists and classroom teachers.

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning, High percentage/number of free and reduced students and increased poverty rate, High percentage of EL students receiving ESL/ESOL supports and services, Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind, High or increased levels of homeless students and families and foster care families, Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Lack of or limited access to quality Pre-K education, Lack of or limited access to community health services and mental health services, Special Education funding shortfall has limited supports of our highest need students, Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions, Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss, High numbers or increasing numbers of single parent families, High levels or an increase in absenteeism among our student population, An increasing level of social emotional challenges and needs of students, It is difficult to encourage a student's highest performance on an assessment that does not impact their future., Lack of, limited, or difficulties in engaging parents in the educational process, We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high-quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Increased funding and time for staff development, Additional substitute teachers for teacher release time, Increase paraeducator support in special education classrooms, Increased funding to expand extended school year and summer school programs for students, Maintain low teacher/pupil ratio for greater individualized instruction, Additional ESOL teaching staff for bilingual students, Increase funding for Pre-K programs, Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues, Continue to decrease student to gen-ed (Tier 1) teacher/pupil ratio. Class sizes remain too large.

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency., The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria., Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students, While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency, Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency, Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	Yes
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	Yes	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	Yes
Sufficient levels of academic of vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	Yes		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

Hillcrest Elementary - [Kansas Building Report Card](#)

Hillcrest Elementary - [Performance Accountability Report](#)

Kennedy Early Childhood Center

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district’s strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for Kennedy Early Childhood Center.

BUILDING GOAL #1	
By May of 2026, 80% of Kennedy Early Childhood students ages 3-5 years will meet the Kennedy priority Kansas Early Learning Standards for pre-literacy and math as measured on the Kennedy Early Childhood KELS Formative Assessment and FastBridge.	
Timeline: Two-years	
KSDE Alignment: Academic Preparation, Cognitive Preparation, Technical Skills, Employability Skills, Civic Engagement, Social and Emotional Growth Measured Locally, Kindergarten Readiness, High School Graduation, Post-Secondary Success	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Safe and Supportive Schools, Effective Employees, Data-Informed Decisions
BUILDING GOAL #2	
By May of 2026, Kennedy will plan and implement an annual calendar of at least 4 family events per semester that empower/foster student and family engagement and provide opportunities for parents to engage in multiple ways.	
Timeline: Two-years	
KSDE Alignment: Academic Preparation, Cognitive Preparation, Technical Skills, Employability Skills, Civic Engagement, Social and Emotional Growth Measured Locally, Kindergarten Readiness, High School Graduation, Post-Secondary Success	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Safe and Supportive Schools, Effective Employees, Data-Informed Decisions

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

EC does not participate in state assessments

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

No

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Lack of or limited access to community health services and mental health services, An increasing level of social-emotional challenges and needs of students, Limited funding for Early Childhood programs

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high-quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Additional substitute teachers for teacher release time, Additional ESOL teaching staff for bilingual students, Increase funding for Pre-K programs, Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria., Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	Yes
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	Yes	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	Yes
Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	Yes		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

Langston Hughes Elementary School

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district’s strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for Langston Hughes Elementary School.

BUILDING GOAL #1	
By May 2025, 70% of students will make “typical growth” or “aggressive growth” on the FastBridge ELA curriculum-based measurement tool according to the benchmark reference on the Fastbridge Group Growth Report and no more than 10% of any subgroup scoring on a Level 1 on the KAP (grades 3-5).p progress report.	
Timeline: Two-years	
KSDE Alignment: Structured Literacy (Fundamental), Standards Alignment (Fundamental), Balanced Assessment (Fundamental), Quality Instruction (Fundamental)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Data-Informed Decisions
BUILDING GOAL #2	
By May 2025, 75% of students will make “typical growth” or “aggressive growth” on the FastBridge math curriculum-based measurement tool, according to the benchmark reference on the Fastbridge Group Growth Report and no more than 10% of any subgroup scoring on a Level 1 on the KAP (grades 3-5).	
Timeline: Two-years	
KSDE Alignment: Standards Alignment (Fundamental), Balanced Assessment (Fundamental), Quality Instruction (Fundamental)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Data-Informed Decisions
BUILDING GOAL #3	
By May 2025, 85% of students will be actively engaged in lessons as observed in walkthroughs (peer and administrator) utilizing the building observation engagement tool.	
Timeline: Two-years	
KSDE Alignment: Standards Alignment (Fundamental), Balanced Assessment (Fundamental), Quality Instruction (Fundamental)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Data-Informed Decisions

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

Continue Tier 1, 2 and when needed Tier 3 groups. Focusing on growth for all students -75 % in typical and aggressive growth.

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning, High percentage of EL students receiving ESL/ESOL supports and services, Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind, Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Special Education funding shortfall has limited supports of our highest need students, Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions, Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss, High levels or an increase in absenteeism among our student population, An increasing level of social-emotional challenges and needs of students, Diminishing local control limits our ability to provide supports and services specific to our student and community population

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high-quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Increased funding and time for staff development, Additional substitute teachers for teacher release time, Increase paraeducator support in special education classrooms, Maintain low teacher/pupil ratio for greater individualized instruction, Additional ESOL teaching staff for bilingual students, Increase funding for Pre-K programs, Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency. Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	Yes
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	Yes	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	Yes
Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	Yes		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

Langston Hughes Elementary - [Kansas Building Report Card](#)

Langston Hughes Elementary - [Performance Accountability Report](#)

Lawrence College and Career Center/Academy

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district's strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for Lawrence College and Career Center/Academy.

BUILDING GOAL #1	
By the end of the 2024-25 school year, we will reduce the rate of chronic absenteeism by 15%.	
Timeline: One-year	
KSDE Alignment: Academic Preparation Employability Skills Social and Emotional Growth Measured Locally	USD 497 Strategic Plan Alignment: Student-Centered Learning Safe and Supportive Schools Data-Informed Decisions
BUILDING GOAL #2	
By the end of the 2024-25 school year all teachers will have AVID training and incorporate WICOR strategies in the classroom. Teachers will incorporate project-based learning in the classroom.	
Timeline: One-year	
KSDE Alignment: Cognitive Preparation Social and Emotional Growth Measured Locally	USD 497 Strategic Plan Alignment: Student-Centered Learning Safe and Supportive Schools
BUILDING GOAL #3	
By the end of the 2024-2025 school year 50% of school families will have participated in school events such as: parent/teacher conferences, WebEx site council, and/or Parent & Student Support Engagement Sessions.	
Timeline: One-year	
KSDE Alignment: Civic Engagement Social and Emotional Growth Measured Locally	USD 497 Strategic Plan Alignment: Student-Centered Learning Safe and Supportive Schools

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

Adding more engaging instruction with project-based learning, AVID and use of WICOR

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

High percentage/number of free and reduced students and increased poverty rate, Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind, High or increased levels of homeless students and families and foster care families, Declining enrollment that reduces funding and access to additional services and supports for students, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions, High levels or an increase in absenteeism among our student population, An increasing level of social-emotional challenges and needs of students, It is difficult to encourage a student's highest performance on an assessment that does not impact their future., Lack of, limited, or difficulties in engaging parents in the educational process, We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Increased funding and time for staff development, Additional substitute teachers for teacher release time, Increase paraeducator support in special education classrooms, Maintain low teacher/pupil ratio for greater individualized instruction, Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency., While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency, Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	Yes
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	Yes	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	Yes
Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	Yes		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

Lawrence College and Career Center/Academy - [Kansas Building Report Card](#)

Lawrence College and Career Center/Academy - [Performance Accountability Report](#)

Lawrence College and Career Center/Academy students are reported as part of their home high school.

Lawrence High School

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district’s strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for Lawrence High School.

BUILDING GOAL #1	
Lawrence High School will increase positive student response rates by 3% in each category: School Belonging from 31 to 34, School Climate from 42 to 45, School Engagement from 23 to 26, School Safety from 45 to 48, School Teacher-Student Relationships from 47 to 50 by the end of the 2025-26 school year.	
Timeline: Two-years	
KSDE Alignment: Structured Literacy (Fundamental), Standards Alignment (Fundamental), Balanced Assessment (Fundamental), Quality Instruction (Fundamental), Social and Emotional Growth Measured Locally (State Board Outcome), Individual Plans of Study focused on career interest (State Board Outcome), High School Graduation (State Board Outcome), Post-Secondary Success (State Board Outcome)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Safe and Supportive Schools, Effective Employees, Data-Informed Decisions
BUILDING GOAL #2	
The chronic absenteeism rate will decrease by 2% from 42.% to 40% by the end of the 2024-25 school year.	
Timeline: One-year	
KSDE Alignment: Quality Instruction (Fundamental), Social and Emotional Growth Measured Locally (State Board Outcome), High School Graduation (State Board Outcome), Post-Secondary Success (State Board Outcome)	USD 497 Strategic Plan Alignment: Safe and Supportive Schools, Data-Informed Decisions

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

Interim assessments, teaching standards, developing literacy skills, providing a proper testing environment

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning, High percentage/number of free and reduced students and increased poverty rate, High percentage of EL students receiving ESL/ESOL supports and services, Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind, High or increased levels of homeless students and families and foster care families, Declining enrollment that reduces funding and access to additional services and supports for students, Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Lack of or limited access to quality Pre-K education, Lack of or limited access to community health services and mental health services, Special Education funding shortfall has limited supports of our highest need students, Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions, Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss, High numbers or increasing numbers of single parent families, High levels or an increase in absenteeism among our student population, An increasing level of social emotional challenges and needs of students, High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year, It is difficult to encourage a student's highest performance on an assessment that does not impact their future., Lack of, limited, or difficulties in engaging parents in the educational process, Diminishing local control limits our ability to provide supports and services specific to our student and community population, We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data, We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant., Cell phones, lack of family support

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high-quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Increased funding and time for staff development, Additional substitute teachers for teacher release time, Increase paraeducator support in special education classrooms, Increased funding to expand extended school year and summer school programs for students, Maintain low teacher/pupil ratio for greater individualized instruction, Additional ESOL teaching staff for bilingual students, Increase funding for Pre-K programs, Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency., The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria., Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students, While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency, Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency, Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	Yes
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	Yes	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	Yes
Sufficient levels of academic of vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	Yes		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

Lawrence High School - [Kansas Building Report Card](#)

Lawrence High School - [Performance Accountability Report](#)

Lawrence Virtual School

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district's strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for Lawrence Virtual School.

BUILDING GOAL #1	
Increase student and learning coach engagement by offering opportunities for learning coach onboarding/help sessions monthly, with at least 50% of learning coaches attending at least one event over the course of the year.	
Timeline: One-year	
KSDE Alignment: Social and Emotional Growth Measured Locally (State Board Outcome), Individual Plans of Study focused on career interest (State Board Outcome), High School Graduation (State Board Outcome), Post-Secondary Success (State Board Outcome)	USD 497 Strategic Plan Alignment: Student-Centered Learning, Safe and Supportive Schools
BUILDING GOAL #2	
Lawrence Virtual School will decrease the number of students in the high-risk category, as defined by KAP and Fastbridge data, by 15% by the end of the 26/27 school year.	
Timeline: Two-years	
KSDE Alignment: Standards Alignment (Fundamental), Quality Instruction (Fundamental), High School Graduation (State Board Outcome), Post-Secondary Success (State Board Outcome)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Data-Informed Decisions

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

We are going to ensure that all standards are being adequately covered and provide intervention to effectively target holes in student knowledge.

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

High percentage/number of free and reduced students and increased poverty rate, Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind, High or increased levels of homeless students and families and foster care families, Declining enrollment that reduces funding and access to additional services and supports for students, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Lack of or limited access to quality Pre-K education, Lack of or limited access to community health services and mental health services, Special Education funding shortfall has limited supports of our highest need students, Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss, High levels or an increase in absenteeism among our student population, An increasing level of social emotional challenges and needs of students, High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year, It is difficult to encourage a student's highest performance on an assessment that does not impact their future., Lack of, limited, or difficulties in engaging parents in the educational process, We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Increased funding and time for staff development, Maintain low teacher/pupil ratio for greater individualized instruction, Additional ESOL teaching staff for bilingual students, Increase funding for Pre-K programs

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria., Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students, Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	Yes
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	Yes	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	Yes
Sufficient levels of academic of vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	Yes		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

Lawrence Virtual School - [Kansas Building Report Card](#)

Lawrence Virtual School - [Performance Accountability Report](#)

Liberty Memorial Central Middle School

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district’s strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for Liberty Memorial Central Middle School.

BUILDING GOAL #1	
10% of LMCMS students will demonstrate “Typical/Aggressive Growth” as reported on the Fastbridge Group Growth Report for both aReading and aMath by the spring of 2025.	
Timeline: One-year	
KSDE Alignment: Balanced Assessment (Fundamental), High School Graduation (State Board Outcome)	USD 497 Strategic Plan Alignment: Student-Centered Learning, Data-Informed Decisions
BUILDING GOAL #2	
LMCMS will improve our “culture of learning” as measured by increasing the positive response of teacher-student relationships by 5% on the Panorama survey, increasing student on-time attendance by 5%, and a 5% decrease in tier 3 behaviors over the course of the school year as compared to 2023-24.	
Timeline: One-year	
KSDE Alignment: Quality Instruction (Fundamental), Social and Emotional Growth Measured Locally (State Board Outcome)	USD 497 Strategic Plan Alignment: Safe and Supportive Schools, Effective Employees

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

Increasing small group instructional structures.

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning, High percentage/number of free and reduced students and increased poverty rate, High percentage of EL students receiving ESL/ESOL supports and services, Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind, High or increased levels of homeless students and families and foster care families, Declining enrollment that reduces funding and access to additional services and supports for students, Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Lack of or limited access to community health services and mental health services, Special Education funding shortfall has limited supports of our highest need students, Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions, Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss, High numbers or increasing numbers of single parent families, High levels or an increase in absenteeism among our student population, An increasing level of social emotional challenges and needs of students, High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year, It is difficult to encourage a student's highest performance on an assessment that does not impact their future., Lack of, limited, or difficulties in engaging parents in the educational process, We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data, We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Increased funding and time for staff development, Additional substitute teachers for teacher release time, Increase paraeducator support in special education classrooms, Maintain low teacher/pupil ratio for greater individualized instruction, Additional ESOL teaching staff for bilingual students, Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency., The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria., Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students, While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency, Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency, Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	Yes
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	Yes	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	Yes
Sufficient levels of academic of vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	Yes		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

Liberty Memorial Central Middle School - [Kansas Building Report Card](#)

Liberty Memorial Central Middle School - [Performance Accountability Report](#)

New York Elementary

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district's strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for New York.

BUILDING GOAL #1	
65% of students (2023-24), 70% of students (2024-25), and 75% of students (2025-26) in grades 2-5 will score low-risk or on-track on the Spring aMath Fastbridge assessment.	
Timeline: Three-years	
KSDE Alignment: Structured Literacy (Fundamental), Standards Alignment (Fundamental), Balanced Assessment (Fundamental), Quality Instruction (Fundamental), Social and Emotional Growth Measured Locally (State Board Outcome), Kindergarten Readiness (State Board Outcome)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Data-Informed Decisions
BUILDING GOAL #2	
By the Spring 2025, school climate results will increase to 60% as exhibited through staff participation in the district Panorama survey.	
Timeline: One-year	
KSDE Alignment: Quality Instruction (Fundamental), Social and Emotional Growth Measured Locally (State Board Outcome)	USD 497 Strategic Plan Alignment: Effective Employees
BUILDING GOAL #3	
60% of students (2024-25), 65% of students (2025-26), and 70% (2026-27) in grades 2-5 will score low risk or on-track on the Spring aReading Fastbridge assessment.	
Timeline: One-year	
KSDE Alignment: Structured Literacy (Fundamental), Standards Alignment (Fundamental), Balanced Assessment (Fundamental), Quality Instruction (Fundamental), Kindergarten Readiness (State Board Outcome)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Data-Informed Decisions

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

We have other data points along the way, FastBridge, class assessments, etc. that we use to make sure that students are working on the needed skills to perform on state assessments.

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning, High percentage/number of free and reduced students and increased poverty rate, Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind, Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Lack of or limited access to community health services and mental health services, Special Education funding shortfall has limited supports of our highest need students, High numbers or increasing numbers of single parent families, High levels or an increase in absenteeism among our student population, An increasing level of social emotional challenges and needs of students, It is difficult to encourage a student's highest performance on an assessment that does not impact their future., Lack of, limited, or difficulties in engaging parents in the educational process, We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Increased funding and time for staff development, Increase paraeducator support in special education classrooms, Maintain low teacher/pupil ratio for greater individualized instruction, Increase funding for Pre-K programs, Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency., The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria., Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students, While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency, Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency, Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	Yes
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	Yes	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	Yes
Sufficient levels of academic of vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	Yes		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

New York Elementary - [Kansas Building Report Card](#)

New York Elementary - [Performance Accountability Report](#)

Prairie Park Elementary School

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district's strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for Prairie Park Elementary School.

BUILDING GOAL #1	
By the end of 2025-2026 school year, 70% of KDG - 5 students will score as on-track or low-risk on the Spring aReading or earlyReading assessment.	
Timeline: Two-year	
KSDE Alignment: Structured Literacy (Fundamental), Standards Alignment (Fundamental), Balanced Assessment (Fundamental), Quality Instruction (Fundamental), Social and Emotional Growth Measured Locally (State Board Outcome), Kindergarten Readiness (State Board Outcome)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Data-Informed Decisions
BUILDING GOAL #2	
By the end of the 2025-26 school year, 80% of students in grades K-2 will score as low-risk or on-track on the Spring FastBridge aMath or earlyMath assessment.	
Timeline: Two-year	
KSDE Alignment: Standards Alignment (Fundamental), Balanced Assessment (Fundamental), Quality Instruction (Fundamental)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Data-Informed Decisions
BUILDING GOAL #3	
By the end of the 2025-26 school year, the number of students in grades 3-5 scoring at level 3 and 4 on KAP Math Assessment will increase by 10% each school year.	
Timeline: One-year	
KSDE Alignment: Standards Alignment (Fundamental), Balanced Assessment (Fundamental), Quality Instruction (Fundamental)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Data-Informed Decisions

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

Developing a consistent of learning and assessing in all classroom. We are focusing efforts on how to create and engaging classroom space free from instructional disruptions.

One area we will continue to focus on is aligning instruction, assessment, and standards to ensure that all of those areas are cohesive with each other.

One high impact area is focusing teams on the PLC work to help identify what students need to know and what interventions are needed.

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

High percentage/number of free and reduced students and increased poverty rate, Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind, Special Education funding shortfall has limited supports of our highest need students, Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions, High numbers or increasing numbers of single parent families, High levels or an increase in absenteeism among our student population, An increasing level of social emotional challenges and needs of students, It is difficult to encourage a student's highest performance on an assessment that does not impact their future.

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high quality certified and classified staff, Increase paraeducator support in special education classrooms, Increased funding to expand extended school year and summer school programs for students, Maintain low teacher/pupil ratio for greater individualized instruction, Increase funding for Pre-K programs

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency., The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria., Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students, While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency, Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency, Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	Yes
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	Yes	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	Yes
Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	Yes		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

Prairie Park Elementary School - [Kansas Building Report Card](#)

Prairie Park Elementary School - [Performance Accountability Report](#)

Quail Run Elementary School

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district's strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for Quail Run Elementary School.

BUILDING GOAL #1	
90% of students will maintain or move positivity through the Fastbridge Tiers by the Spring Benchmark Assessment Window in both Reading and Math	
Timeline: One-year	
KSDE Alignment: Structured Literacy (Fundamental), Standards Alignment (Fundamental), Balanced Assessment (Fundamental), Quality Instruction (Fundamental), Kindergarten Readiness (State Board Outcome)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Effective Employees, Data-Informed Decisions
BUILDING GOAL #2	
By the Summer of 2025, Quail Run Elementary will score a Level 4 (Modeling) in the construct of Access to Instruction/ Differentiated Instruction via the USD 497 Building Needs Assessment.	
Timeline: One-year	
KSDE Alignment: Structured Literacy (Fundamental), Standards Alignment (Fundamental), Balanced Assessment (Fundamental), Quality Instruction (Fundamental), Social and Emotional Growth Measured Locally (State Board Outcome), Kindergarten Readiness (State Board Outcome)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Safe and Supportive Schools, Effective Employees, Data-Informed Decisions

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

Data Review, Continuous Improvement

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Lack of or limited access to quality Pre-K education, Special Education funding shortfall has limited supports of our highest need students, Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions, High levels or an increase in absenteeism among our student population, An increasing level of social emotional challenges and needs of students, We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Increased funding and time for staff development, Maintain low teacher/pupil ratio for greater individualized instruction, Increase funding for Pre-K programs, Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency., The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria., Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students, Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	Yes
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	Yes	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	Yes
Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	Yes		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

Quail Run Elementary School - [Kansas Building Report Card](#)

Quail Run Elementary School - [Performance Accountability Report](#)

Schwegler Elementary School

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district’s strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for Schwegler Elementary School.

BUILDING GOAL #1	
By the end of the 2025-26 school year, 75% of students in grades Kdg-5 will score as low-risk or on-track on the Spring FastBridge aReading or earlyReading assessment and on the Spring Fastbridge earlyMath or aMath assessment.	
Timeline: Two-years	
KSDE Alignment: Academic Preparation Cognitive Preparation Employability Skills Civic Engagement Social and Emotional Growth Measured Locally High School Graduation Post-Secondary Success	USD 497 Strategic Plan Alignment: Student-Centered Learning Safe and Supportive Schools Data-Informed Decisions
BUILDING GOAL #2	
Schwegler 3rd-5th grade student scores on the Student Climate section of the Panorama survey will increase by 10% (from 48%-58%) by the end of the 25-26 school year.	
Timeline: Two-years	
KSDE Alignment: Structured Literacy (Fundamental), Standards Alignment (Fundamental), Quality Instruction (Fundamental), Social and Emotional Growth Measured Locally (State Board Outcome)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Safe and Supportive Schools, Effective Employees, Data-Informed Decisions

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

We will review data within PLC teams to determine needed supports and alter instruction.

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning, High percentage/number of free and reduced students and increased poverty rate, High percentage of EL students receiving ESL/ESOL supports and services, Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind, Declining enrollment that reduces funding and access to additional services and supports for students, Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Lack of or limited access to quality Pre-K education, Lack of or limited access to community health services and mental health services, Special Education funding shortfall has limited supports of our highest need students, Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions, High levels or an increase in absenteeism among our student population, An increasing level of social emotional challenges and needs of students, High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year, Lack of, limited, or difficulties in engaging parents in the educational process, We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Increased funding and time for staff development, Additional substitute teachers for teacher release time, Increase paraeducator support in special education classrooms, Increased funding to expand extended school year and summer school programs for students, Maintain low teacher/pupil ratio for greater individualized instruction, Additional ESOL teaching staff for bilingual students, Increase funding for Pre-K programs, Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency., The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria., Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students, While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency, Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency, Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	Yes
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	Yes	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	Yes
Sufficient levels of academic of vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	Yes		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

Schwegler Elementary School - [Kansas Building Report Card](#)

Schwegler Elementary School - [Performance Accountability Report](#)

Southwest Middle School

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district’s strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for Southwest Middle School.

BUILDING GOAL #1	
By the end of the 2025-26 school year, 80% of students at Southwest will score as low-risk or on-track on the Spring Fastbridge aReading assessment.	
Timeline: Three-years	
KSDE Alignment: Academic Preparation, Cognitive Preparation, Employability Skills, High School Graduation, Post-Secondary Success	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Safe and Supportive Schools, Effective Employees, Data-Informed Decisions
BUILDING GOAL #2	
By the end of the 2025-26 school year, the number of students at Southwest scoring level 3 and 4 on KAP math assessment will increase by 10% each school year.	
Timeline: Three-years	
KSDE Alignment: Academic Preparation, Cognitive Preparation, Technical Skills, Employability Skills, High School Graduation, Post-Secondary Success	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Safe and Supportive Schools, Effective Employees, Data-Informed Decisions

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

Improving cohesive curriculum and expanding intervention time. We are targeting effective and engaged employees and safe and supportive school.

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning, High percentage/number of free and reduced students and increased poverty rate, Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind, Declining enrollment that reduces funding and access to additional services and supports for students, Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Lack of or limited access to quality Pre-K education, Lack of or limited access to community health services and mental health services, Special Education funding shortfall has limited supports of our highest need students, Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions, Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss, High levels or an increase in absenteeism among our student population, An increasing level of social emotional challenges and needs of students, It is difficult to encourage a student's highest performance on an assessment that does not impact their future., We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Increased funding and time for staff development, Additional substitute teachers for teacher release time, Increase paraeducator support in special education classrooms, Increased funding to expand extended school year and summer school programs for students, Maintain low teacher/pupil ratio for greater individualized instruction, Increase funding for Pre-K programs, Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency., The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria., Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students, While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency, Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency, Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	Yes
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	Yes	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	Yes
Sufficient levels of academic of vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	Yes		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

Southwest Middle School - [Kansas Building Report Card](#)

Southwest Middle School - [Performance Accountability Report](#)

Sunflower Elementary School

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district’s strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for Sunflower Elementary School.

BUILDING GOAL #1	
By the end of the 25-26 school year, 50% of K-1 Sunflower students and 65% of 2-5 Sunflower students will score as low-risk or on-tack on the Spring FastBridge reading assessments (aReading or earlyReading) as defined by the Fastbridge Group Screening Report.	
Timeline: Two-years	
KSDE Alignment: Structured Literacy (Fundamental), Standards Alignment (Fundamental), Balanced Assessment (Fundamental), Quality Instruction (Fundamental)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Data-Informed Decisions
BUILDING GOAL #2	
By the end of the 24-25 school year, we will prepare all staff to increase collective efficacy. Growth will be evidenced by an increase in the Teacher Efficacy and Professional Learning categories on the staff survey by 8-10 percent.	
Timeline: One-year	
KSDE Alignment: Structured Literacy (Fundamental), Standards Alignment (Fundamental), Balanced Assessment (Fundamental), Quality Instruction (Fundamental)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Effective Employees, Data-Informed Decisions

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

WIN Groups, 24-25 Building Goals, Data Protocol, PLCs, AVID, Vocabulary focus

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning, High percentage/number of free and reduced students and increased poverty rate, High percentage of EL students receiving ESL/ESOL supports and services, Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind, Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Lack of or limited access to quality Pre-K education, Lack of or limited access to community health services and mental health services, Special Education funding shortfall has limited supports of our highest need students, Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss, High levels or an increase in absenteeism among our student population, An increasing level of social emotional challenges and needs of students, High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year, It is difficult to encourage a student's highest performance on an assessment that does not impact their future., Lack of, limited, or difficulties in engaging parents in the educational process, Diminishing local control limits our ability to provides supports and services specific to our student and community population, We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Increased funding and time for staff development, Additional substitute teachers for teacher release time, Increase paraeducator support in special education classrooms, Increased funding to expand extended school year and summer school programs for students, Maintain low teacher/pupil ratio for greater individualized instruction, Additional ESOL teaching staff for bilingual students, Increase funding for Pre-K programs, Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency., The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria., Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students, While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency, Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency, Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	Yes
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	Yes	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	No
Sufficient levels of academic of vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	Yes		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

Sunflower Elementary School - [Kansas Building Report Card](#)

Sunflower Elementary School - [Performance Accountability Report](#)

Sunset Hill Elementary School

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district’s strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for Sunset Hill Elementary School.

BUILDING GOAL #1	
By the end of the 2024-25 school year, 70% of students in grades K-2 will score as low-risk or on-track on the Spring FastBridge aMath or earlyMath assessment. By the end of the 2024-25 school year, 44% of Sunset Hill Students in grades 3-5 will score at level 3 and 4 on KAP Math Assessment.	
Timeline: One-year	
KSDE Alignment: Cognitive Preparation Employability Skills Post-Secondary Success	USD 497 Strategic Plan Alignment: Cohesive Curriculum Student-Centered Learning
BUILDING GOAL #2	
By the end of the 2024-25 school year, 65% of Sunset Hill students in grades Kdg-5 will score as low-risk or on-track on the Spring FastBridge aReading or earlyReading assessment.	
Timeline: One-year	
KSDE Alignment: Academic Preparation	USD 497 Strategic Plan Alignment: Cohesive Curriculum
BUILDING GOAL #3	
By the end of the 24-25 school year, we will engage all staff to increase school climate. Growth will be evidenced by an increase in the School Climate category on the staff survey by 8-12 percent (70%).	
Timeline: One-year	
KSDE Alignment: Quality Instruction (Fundamental), Social and Emotional Growth Measured Locally (State Board Outcome)	USD 497 Strategic Plan Alignment: Student-Centered Learning, Safe and Supportive Schools, Effective Employees

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

Reviewing fidelity to the curriculum and standards. Providing students with their data as well as forum to discuss and set/monitor scores. Reviewing test taking strategies with all students.

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning, High percentage/number of free and reduced students and increased poverty rate, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Lack of or limited access to quality Pre-K education, Lack of or limited access to community health services and mental health services, Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions, An increasing level of social emotional challenges and needs of students, It is difficult to encourage a student's highest performance on an assessment that does not impact their future., We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Increased funding and time for staff development, Additional substitute teachers for teacher release time, Increase paraeducator support in special education classrooms, Increased funding to expand extended school year and summer school programs for students, Maintain low teacher/pupil ratio for greater individualized instruction, Additional ESOL teaching staff for bilingual students, Increase funding for Pre-K programs, Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency., The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria., Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students, While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency, Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency, Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	No
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	No	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	Yes
Sufficient levels of academic of vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	No		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

Sunset Hill Elementary School - [Kansas Building Report Card](#)

Sunset Hill Elementary School - [Performance Accountability Report](#)

West Middle School

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district’s strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for West Middle School.

BUILDING GOAL #1	
By the end of the 24-25 school year, West Middle School teachers/staff will increase the Panorama “school climate” section of the survey to a favorable 40%.	
Timeline: One-year	
KSDE Alignment: Quality Instruction (Fundamental), Social and Emotional Growth Measured Locally (State Board Outcome)	USD 497 Strategic Plan Alignment: Safe and Supportive Schools, Effective Employees, Data-Informed Decisions
BUILDING GOAL #2	
Utilizing our engagement and organization strategies, according to our CigT academic plan as evidenced by PowerSchool data, WMS will decrease the amount of missing assignments by 10% from the spring semester of 23-24 to the spring of 24-25.	
Timeline: One-year	
KSDE Alignment: Quality Instruction (Fundamental)	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Safe and Supportive Schools, Effective Employees

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

Consistency among expectations between classes, intentional flex grouping, team collaboration for each content area.

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

High percentage/number of free and reduced students and increased poverty rate, Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind, Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Lack of or limited access to community health services and mental health services, Special Education funding shortfall has limited supports of our highest need students, Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions, Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss, High levels or an increase in absenteeism among our student population, An increasing level of social emotional challenges and needs of students, It is difficult to encourage a student's highest performance on an assessment that does not impact their future., Lack of, limited, or difficulties in engaging parents in the educational process, We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Increased funding and time for staff development, Additional substitute teachers for teacher release time, Increase paraeducator support in special education classrooms, Increased funding to expand extended school year and summer school programs for students, Maintain low teacher/pupil ratio for greater individualized instruction, Additional ESOL teaching staff for bilingual students, Increase funding for Pre-K programs, Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency., The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria., Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students, While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency, Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency, Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	No	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	No
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	No	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	No
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	No
Sufficient levels of academic of vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	No		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

West Middle School - [Kansas Building Report Card](#)

West Middle School - [Performance Accountability Report](#)

Woodlawn Elementary School

2024-25 Building Goals

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district's strategic plan, Kansas State Board of Education Outcomes, and the Kansas Definition of a Successful High School Graduate. Below you will find the 2024-25 goals for Woodlawn Elementary School.

BUILDING GOAL #1	
Woodlawn Elementary will reduce the percentage of students deemed “chronically absent” as defined by Unified Insights Chronically Absent Report by at least 10% and “nearly chronic” by 5% by the 2024-2025 school year.	
Timeline: One-year	
KSDE Alignment: Academic Preparation, Cognitive Preparation, Technical Skills, Employability Skills, Civic Engagement, Social and Emotional Growth Measured Locally, Individual Plans of Study focused on career interest, High School Graduation, Post-Secondary Success	USD 497 Strategic Plan Alignment: Cohesive Curriculum Student-Centered Learning Safe and Supportive Schools Data-Informed Decisions
BUILDING GOAL #2	
80% of Woodlawn Elementary students will increase math fluency and meet their math CBMautomaticity goal as defined by the Benchmark trend line on the Fall to Spring CBMautomaticity report during the 2024-2025 school year.	
Timeline: One-Year	
KSDE Alignment: Academic Preparation, Cognitive Preparation, Employability Skills, High School Graduation, Post-Secondary Success	USD 497 Strategic Plan Alignment: Academic Preparation Cognitive Preparation Employability Skills High School Graduation Post-Secondary Success
BUILDING GOAL #3	
By the end of the 2025-2026 school year, 65% of Woodlawn students in grades Kdg-5 will score as low-risk or on-track on the Spring FastBridge aReading or earlyReading assessment.	
Timeline: Two-years	
KSDE Alignment: Structured Literacy, Standards Alignment, Balanced Assessment, Quality Instruction, Kindergarten Readiness	USD 497 Strategic Plan Alignment: Cohesive Curriculum, Student-Centered Learning, Safe and Supportive Schools, Effective Employees, Data-Informed Decisions

2024-25 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through several activities, including using district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, facility needs, and other important items to consider for the school's continued growth.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

More homework, support for learning outside of school hours

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?

Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning, High percentage/number of free and reduced students and increased poverty rate, Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind, High or increased levels of homeless students and families and foster care families, Declining enrollment that reduces funding and access to additional services and supports for students, High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study), Special Education funding shortfall has limited supports of our highest need students, Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions, Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss, High numbers or increasing numbers of single parent families, High levels or an increase in absenteeism among our student population, An increasing level of social emotional challenges and needs of students, High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year, It is difficult to encourage a student's highest performance on an assessment that does not impact their future., Lack of, limited, or difficulties in engaging parents in the educational process, Diminishing local control limits our ability to provides supports and services specific to our student and community population, We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

Identify the budget actions, including, but not limited to, recommendations on the reallocation of resources that should be taken to address and remove barriers identified above.

Increased salary to recruit and retain high quality certified and classified staff, Additional staff members hired to meet the individual learning and SEL needs of all students, Increased funding and time for staff development, Additional substitute teachers for teacher release time, Increase paraeducator support in special education classrooms, Maintain low teacher/pupil ratio for greater individualized instruction, Increase funding for Pre-K programs, Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

Identify the time your building estimates will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

We measure growth each year and document our success on various student success factors in our KESA plans. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade-level proficiency. Such factors include:

Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency., The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria., Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students, Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency, Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

Is every child in your school provided at least the [Rose capacities](#) as follows:

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. (Kansas English Language Arts Standards)	Yes	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Kansas History, Government and Social Studies Standards)	Yes
Sufficient understanding of governmental processes to enable students to understand the issues that affect his or her community, state, and nation. (Kansas History, Government and Social Studies Standards)	Yes	Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Kansas Social, Emotional, and Character Development Model Standards)	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Arts and Cultural History Foundational Structure)	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. (Kansas Curriculum Standards, Career Ready Practices)	Yes
Sufficient levels of academic of vocational skills to enable students to compete favorably with their counterparts in surrounding state, in academics or the job market. (Kansas Curriculum Standards, Career Ready Practices)	Yes		

Assessment Review

Assessments are an important tool to help teachers, parents, and students gauge a student's progress. However, it is important to remember that assessments are just one of several measures that must be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are available through [KSDE Data Central](#) for review and were used to complete the needs assessment.

Woodlawn Elementary School - [Kansas Building Report Card](#)

Woodlawn Elementary School - [Performance Accountability Report](#)