

Resources

KSDE's Data Central	
Performance Accountability Report	Demographics, Postsecondary Success Preparation & Effectiveness, STAR Recognition status, Graduation/Success/Effective Rate, Attendance & Dropout Rate, Chronic Absenteeism, ESSA Expenditures per Pupil, Academic Success by Demographics and ACT Performance. <i>*Data is available at district level and building level.</i>
Longitudinal Achievement Report	State Assessments Longitudinal Performance Level. <i>*Data is available at district level and building level.</i>
Public Report Card	Information for Social-Emotional, Kindergarten Readiness, Individual Plans of Study, Graduation, Civic Engagement, Postsecondary Success, IDEA State Performance Plan, Comparative Performance & Fiscal System (Budget data), Teacher Licensure, Dropout, Attendance, Performance Level Reports, ACT Scores, and National Assessment of Educational Progress. <i>*Data is available at district level and most, but not all, is also available at building level.</i>
Kansas K-12 Reports	Attendance Rate, Building Dates of Construction, Building Schedule, Inclement Weather & Inservice Dates, Concurrent High School Enrollment, Lunch Headcount (Free & Reduced), Headcount Enrollment, & Personnel by Type (Certified & Non-Certified) <i>*Data is available at district level and most, but not all, is also available at building level.</i>
Data Central (School Finance Reports)	
Financial Accountability Report	FTE Enrollment, Expenditures for Fund 06 & 08, 16, 62 & 63, All Other Funds and Total of All Funds, State Aid for all weighting categories and Virtual, Total Expenditures for Fund 11, 13, 14, 15, 30, 34, and 51, Fund 08 Transfers, Article 6, Section 6 Constitutional Challenge Expenditures, General Obligation Bonded Indebtedness, and Demographic Headcount. <i>*Data is available at district level only.</i>
Budget Documents	Budget At-a-Glance, Profile, Form 150, Summary and Budget Codes. <i>*Data is available at district level only.</i>
Comparative Performance & Fiscal System (CPFS)	Budget data by fund. <i>*Data is available at district level only.</i>
CPA Reports	Payments made to each organization by County. <i>*Data is available at district level only.</i>

Resources	
School Finance Reports Warehouse	Bond Proceed Projects, State Foundation (General State) Aid/Supplemental General State Aid, Transportation Data, Transportation Costs (Report), Cash Balances, Current Operating Expenditures, Expenditures per Pupil, Total Expenditures, Meal Pricing Data, Headcount Enrollment (Public & Private, Accredited), Personnel Reports (Certified & Non-Certified), Pupil-Teacher Ratio, Kindergarten Formats (Building & District), Bonded Indebtedness, Salary Reports (Principals, Superintendents & Teachers), Mill Rates, Assessed Valuation <i>*Data is available at district level only unless specified.</i>
KSDE's Web Applications	
AMOSS - Academic Measures of Student Success	
Dropout/Graduation Summary Report	
EDCS (Licensed Personnel Report)	
Kansas Education Systems Accreditation (KESA)	
Kansas Integrated Accountability System (KIAS)	
LCP System	
Pathways	
Principals Building Report (PBR)	
SPEDPro	
Star Recognition	
Superintendent's Organization	
Local	
MAPP	
NAEP	
Other Local Assessments	
MTSS data	
KansaStar (if applicable)	
ASQ (Kindergarten Readiness Survey)	

Resources	
Early Childhood Programs	
Social/Emotional Measures	
Civic Engagement Programs	
Curriculum	
Bullying Prevention	
Career and Technical Education (CTE)	
Child Nutrition and Wellness	
Evidence Based At-Risk	
Graduation Requirements	
Individual Plan of Study Program	
Professional Development Plans	
Parent Engagement	
Community Engagement	
Title I Programs	
Other:	
Other:	
Other:	
Other:	

Budget Fiscal Year	2025
Needs Assessment Year	2024
State Assessment Review Year	2024

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Building info listed to the right is for reference.

USD #	USD Name	USD Home County	Bldg #	Building Name	Building Level	Grades Served	9/20/2023 Headcount
320	Wamego	Pottawatomie					
USD #	USD Name	USD Home County	Bldg #	Building Name	Building Level	Grades Served	Grand Total
320	Wamego	Pottawatomie	3386	Wamego Dist Pottawatomie Co	Central Office	N/A - Central Office	0
320	Wamego	Pottawatomie	3388	Wamego Middle School	Middle School	6-8	370
320	Wamego	Pottawatomie	3394	Wamego High School Virtual School	High School	9-12,NG	23
320	Wamego	Pottawatomie	3396	Central Elem	Elementary	K-2,PK (w/IEP),PK	402
320	Wamego	Pottawatomie	3398	Wamego High	High School	9-12	504
320	Wamego	Pottawatomie	3399	West Elem	Elementary	3-5	353

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	Central Elem	3396	K-2,PK (w/IEP),PK

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs		Notes
a. Student Headcount	402	
b. Percentage of students with an active IEP	28.30%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.60%	
d. Percentage of students identified as At-Risk (Free lunch)?	33.10%	
e. Pupil-Teacher Ratio Average		District 13.4
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	No	
i. Is there a tiered system of support to target reading growth?	Yes	
j. Is there a tiered system of support to target math growth?	No	
k. Are there local assessments to measure reading growth?	Yes	
l. Are there local assessments to measure math growth?	Yes	
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
a. How is social/emotional growth being measured?	SAEBRS	This is completed 3 times a year
b. What are the targets/goals related to social/emotional growth?		All teachers will teach and implement Second Step and CHAMPS with fidelity
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		All students are ready for Kindergarten if they are 5 before September 1st. We do not have any alternative program or PK
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Spring Kindergarten Roundup Open House, ASQ in July, August Parent teacher conferences	We need a Universal district preschool so all students in the community have PK. We currently only provide services through ECSE
e. How are successes of Individual Plans of Study being measured?		Google folder with All About Me projects - focused on students strength/interests/passions

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	Central Elem	3396	K-2,PK (w/IEP),PK
Please consider the following questions as you complete the needs assessment for your building.			
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		
g.	How are you ensuring students are civically engaged?		Guest speakers, community projects, CHAMPS
SECTION 3: Curriculum Needs			Notes
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	None	We need summer school for academic and social needs.
b.	Are there appropriate and adequate instructional materials?	Yes	
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	For the future, if a curriculum has an online component, students and teachers need access to teach with fidelity.
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)			Notes
b.	Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c.	Is every child in your school provided at least the following capacities?		
	1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
	3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	
	4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
	5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
	6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	
	7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	
SECTION 5: Staff Needs			Notes

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	Central Elem	3396	K-2,PK (w/IEP),PK
Please consider the following questions as you complete the needs assessment for your building.			
a.	Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	
b.	How many classified support staff are currently employed?	28	
c.	How many classified support staff are needed?		We need to ensure that we have sufficient special education support personnel to ensure the success of our students and be compliant to their IEPs
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e.	Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f.	What staff development is necessary for teachers to support student success and meet the school improvement goals?		Science of reading training, Kagan, CHAMPS, technology, academic and behavior screeners and refreshers, fastbridge training, powerschool refresher/training
SECTION 6: Facility Needs			Notes
a.	Is there adequate space for student learning?	No	Preschool rooms are at capacity for 24-25. An additional preschool classroom is needed. Space is needed for small group core reading instruction.
b.	Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	The playground needs to have turf installed or grass needs to be better managed
c.	Are additional School Buses needed or any additional Routes needed?	Yes	Additional routes are needed for the neighborhoods south of the railroad tracks and special education needs
SECTION 7: Family Needs/Community Relations			Notes
a.	Do you have regular events to engage parents with teachers?	Yes	Conferences, Donuts with Grownups, Read Across America, Move Up Night, Kindergarten Roundup Open House
b.	What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	No	
c.	Do you have an active Site Council?	Yes	Once per quarter- 4 times a year

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	Central Elem	3396	K-2,PK (w/IEP),PK
Please consider the following questions as you complete the needs assessment for your building.			
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	PTO- meets once a month
e.	What types of communication exists with families? Is it adequate?	Yes	Seesaw, email, Central Facebook page, newsletters, website
f.	What types of communication/social media exists with your community? Is it adequate?	Yes	Central Facebook page, district website
SECTION 8: School Data			Notes
a.	Building Attendance Rate	94.2%	
b.	Building Chronic Absenteeism Rate	16.2%	
c.	District Chronic Absenteeism Rate	18.4%	
d.	District Graduation Rate	92.0%	
e.	District Dropout Rate	1.1%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)			Notes
a.	What is our building graduation rate		
b.	What is our building dropout rate?		
c.	What is our average comprehensive ACT score?		
SECTION 9: Other Data			Notes
a.	Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Extreme student behaviors, vehicles on the playground, shortage of substitute teachers, preschool for all children (preschool liason to work with outside of USD 320 preschool)	
	1. Can these be achieved with additional resources?	Yes	
	2. Why or why not?	Addition programs and classroom space	
b.	Additional building unique items:		

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	West Elem	3399	3-5
Please consider the following questions as you complete the needs assessment for your building.			
SECTION 1: Student Needs			Notes
a.	Student Headcount	353	
b.	Percentage of students with an active IEP	21.10%	Need to work on ensuring we have highly trained Sped staff and that we work on ways to recruit and retain Special Education Teachers. Idea - Help pay for MS in Sped for those going into the field? Work with existing paras to pursue Para Pathway programs? Access the KSDE Registered Apprenticeship Program?
c.	Percentage of students enrolled in English Language Learner (ELL) services	0.30%	
d.	Percentage of students identified as At-Risk (Free lunch)?	27.50%	We added a Family and Community Resource Liaison in the 2022-2023 school year, which has been instrumental in providing additional support to our most at-risk students and families. We also added a full time Special Education Social Worker to the elementary level for both Central and West (PreK-5 students). This has been incredibly helpful in meeting the needs of our identified at-risk students.
e.	Pupil-Teacher Ratio Average		District 13.4
f.	Pupil-Teacher Ratio Median		
g.	Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h.	Are there gaps in student success among race/ethnicity student subgroups?	No	

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	West Elem	3399	3-5
Please consider the following questions as you complete the needs assessment for your building.			
i.	Is there a tiered system of support to target reading growth?	Yes	All students receive core reading instruction grounded in the Science of Reading research. Students also receive tiered interventions or enrichment based on their data and individual needs. This is in addition to the core. This year, we had to move one of our Interventionists back to the classroom, as we could not find a Fourth Grade Teacher. We will be moving this individual back into the Interventionist position next year, but we definitely felt the impact of not having her working with small groups in targeted interventions this year.
j.	Is there a tiered system of support to target math growth?	No	We implemented new core math curriculum in 2023-2024 (Eureka Squared Math) and provided training to all staff, along with mathematics coaching. We have not yet implemented a tiered approach for math instruction, and our data does not support the need for this at this time. We will continue to analyze our data and provide support where needed.
k.	Are there local assessments to measure reading growth?	Yes	
l.	Are there local assessments to measure math growth?	Yes	
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Enrichment groups during MTSS time, Spelling Bee, STEM Club

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	West Elem	3399	3-5
Please consider the following questions as you complete the needs assessment for your building.			
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Assessment Kick-Off Assembly for Student Body, Unlimited Time to Complete Assessments, Assessment Prep, Aligning Objectives and Content to State Standards, Assessment Celebration for All Students sponsored by PTO (Inflatables, Snowcones, Dodgeball Tournament, Gaga Ball, STEM Activities) *A concern - we have to give Kansas Assessments so early that we are unable to teach all of the core curriculum to prepare students to do their absolute best.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)			Notes
a.	How is social/emotional growth being measured?	SAEBRS	Complete 3x per year (fall, winter, spring)

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	West Elem	3399	3-5
Please consider the following questions as you complete the needs assessment for your building.			
b.	What are the targets/goals related to social/emotional growth?	TBD - BSEL work started this school year with TASN	<p>We have a BSEL Team (subset of our BLT) that is planning professional development for staff for August 9, 2024. We will be providing training in CHAMPS, Second Step, and Tiered Interventions for Behavior. All teachers will teach and implement Second Step and CHAMPS with fidelity.</p> <p>We are focusing on increasing attendance for all students and reducing chronic absenteeism. We have weekly attendance meetings with the Principal, FCRL, and Counselor and create plans to support students who are at-risk for chronic absenteeism. We are implementing numerous relationship building strategies to increase positive interactions with students such as "meaningful work" opportunities, 2x10 interactions, morning meetings/welcoming rituals, optimistic closures, student choice/voice activities, relationship mapping, check in/check out (for those that need this), Kagan Cooperative Learning, and increasing Opportunities to Respond.</p>
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	NA	
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	NA	
e.	How are successes of Individual Plans of Study being measured?	Xello	We use the Xello program through our counselor program.
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade	NA	
g.	How are you ensuring students are civically engaged?		Student Council, Patriots Day Recognition, Veterans Day Ceremony, Nursing Home Visits (we live near all of our local nursing homes), Community Partnerships, Collecting for the Wamego Christmas Bureau, Supporting the Local Senior Center
SECTION 3: Curriculum Needs			Notes

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	West Elem	3399	3-5
Please consider the following questions as you complete the needs assessment for your building.			
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		Extended School Year for Special Education, Camp Invention, Girls on the Run Camp, Boys and Girls Club, Spelling Bee, STEM Club
b.	Are there appropriate and adequate instructional materials?	Yes	
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	No	We are doing a complete "refresh" of our iPads K-8 for the 2024-2025 school year. We are purchasing 10th Generation iPads. Our current iPads are old and out of date. They still work, but many are having difficulties keeping up with the technological demands of testing, curriculum resources, and the most current apps.
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)			Notes
b.	Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state		
c.	Is every child in your school provided at least the following capacities?	Yes	
	1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed	Yes	
	3. Sufficient understanding of governmental processes to enable the student to understand the issues that	Yes	
	4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
	5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical	Yes	
	6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	
	7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	Yes	
SECTION 5: Staff Needs			Notes

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	West Elem	3399	3-5
Please consider the following questions as you complete the needs assessment for your building.			
a.	Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	No	We need more high quality substitutes and long-term substitutes. We are still looking for qualified Special Education teachers. The teacher shortage is real and felt. We used to have numerous applicants for one position at West Elementary School. Now, I am spending more time recruiting staff than ever before.
b.	How many classified support staff are currently employed?	24	
c.	How many classified support staff are needed?	27	We are short on para-educators.
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	
e.	Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f.	What staff development is necessary for teachers to support student success and meet the school improvement goals?	Science of Reading, Kagan Cooperative Learning Structures, CHAMPS, iPad Integration, Behavior Intervetnions, eduClimber	We have a plan to continue to train our staff in the Science of Reading. I am concerned about the state mandate of having all elementary licensed teachers required to go through the new LETRS training or making them take the Praxis Exam. The majority of our teachers when through the original LETRS training before we adopted a new core literacy curriculum. We are going to be doing training with our staff in the Science of Reading (new staff who have not had this) in the future. We also will continue to focus on getting staff fully trained in Kagan (those who have not had the 5-Day Institute yet). This will continue into next year. Currently, we have 15 staff at West that are fully trained, plus a Kagan Coach.
SECTION 6: Facility Needs			
a.	Is there adequate space for student learning?	Yes	Notes

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	West Elem	3399	3-5
Please consider the following questions as you complete the needs assessment for your building.			
b.	Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	We need to install new half lockers so that all teachers can easily supervise their students. Right now, we have lockers assigned to students too far away from their classrooms. We need to consider some ADA playground equipment to meet the needs of all students.
c.	Are additional School Buses needed or any additional Routes needed?	Yes	We need to add bus routes for students that live in the trailer parks on the southeast side of town.
SECTION 7: Family Needs/Community Relations			Notes
a.	Do you have regular events to engage parents with teachers?	Yes	Back to School Night, Parent Night, Parent/Teacher Conferences in the Fall and Spring, Move-up Night, Boys and Girls Club Family Events, Literacy Meeting, Site Council, PTO, West Elementary Volunteer Program
b.	What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?		We have offered Parenting with Love and Logic Training for parents for many years. We were unable to offer it this year, but plan to bring it back next school year in 2024-2025.
c.	Do you have an active Site Council?	Yes	Meets once per Quarter
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Meets Monthly
e.	What types of communication exists with families? Is it adequate?	Yes	SeeSaw, Email, Phone, Principal's Blog, School Facebook Page, District Website
f.	What types of communication/social media exists with your community? Is it adequate?	Yes	Principal's Blog (WordPress), School Facebook Page, District Website, Twitter
SECTION 8: School Data			Notes
a.	Building Attendance Rate	94.0%	
b.	Building Chronic Absenteeism Rate	16.0%	
c.	District Chronic Absenteeism Rate	18.4%	
d.	District Graduation Rate	92.0%	
e.	District Dropout Rate	1.1%	

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	West Elem	3399	3-5
Please consider the following questions as you complete the needs assessment for your building.			
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)			Notes
	a. What is our building graduation rate	NA	
	b. What is our building dropout rate?	NA	
	c. What is our average comprehensive ACT score?	NA	
SECTION 9: Other Data			Notes
a.	Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		Behavioral supports for students with significant behaviors, additional Para-educators, finding and retaining high quality teachers
	1. Can these be achieved with additional resources?	Yes	
	2. Why or why not?	Increase para pay (even more) and provide more training to paras. Make sure that staff are trained in trauma-informed responses and behavior needs for students.	Our BLT completed a "Round Table Write " activity to generate ideas for teacher retention. We then completed a "Gallery Walk" to establish common themes. The areas that came up in terms of improving teacher retention included increasing compensation for teachers, increasing the BOE support toward benefits and health insurance for staff, providing pay increases for professional development, provide incentives for furthering education, allowing more flexibility with leave options for staff, and creating district supported childcare for staff. Increase para pay (even more) and provide more training to paras. Make sure that staff are trained in trauma-informed responses and behavior needs for students.
b.	Additional building unique items:		Looking at purchasing and installing an ADA swing for students who are wheelchair bound. Need a changing table and private location for toileting needs for special needs children.

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	West Elem	3399	3-5
Please consider the following questions as you complete the needs assessment for your building.			

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	3388	Grades Served:	6-8
School:	Wamego Middle School				

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs	Notes
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a.	Student Headcount	370	
b.	Percentage of students with an active IEP	16.70%	A plan is needed to ensure that there is adequate para support for WMS.
c.	Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d.	Percentage of students identified as At-Risk (Free lunch)?	26.90%	
e.	Pupil-Teacher Ratio Average		District 13.4
f.	Pupil-Teacher Ratio Median		
g.	Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h.	Are there gaps in student success among race/ethnicity student subgroups?	No	
i.	Is there a tiered system of support to target reading growth?	Yes	We need a full time reading interventionist. A full time reading interventionist is needed in a building with 360+ kids.
j.	Is there a tiered system of support to target math growth?	Yes	
k.	Are there local assessments to measure reading growth?	Yes	
l.	Are there local assessments to measure math growth?	Yes	
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Unlimited time to test, reviewing 6th, 7th, 8th grade science since first month of school.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes
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a.	How is social/emotional growth being measured?	Fastbridge Saebrs testing,	Elective team connections survey to ensure every student has one postivie relationship with an adult in the building.
b.	What are the targets/goals related to social/emotional growth?	at least 80% at tier II or higher	
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		
e.	How are successes of Individual Plans of Study being measured?		Feeback from student led conferences
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		
g.	How are you ensuring students are civically engaged?	CHAMPS program (taking responsiblity for our school) and Social Studies, 9/11 Flag Holders,	

SECTION 3: Curriculum Needs	Notes
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2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District: 320 Wamego	Bldg #	Grades Served:
School: Wamego Middle School	3388	6-8

Please consider the following questions as you complete the needs assessment for your building.

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Yes	Scholars Bowl, We The People, Spelling Bee, GOTR (Girls on the Run),
b. Are there appropriate and adequate instructional materials?	No	iPads are antiquated, typing on iPads is detrimental,
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	No	Every classroom should be equipped with keyboards if iPads are going to continue. Current iPads have had all kinds of technology problems including not being able to hold a charge. ELA Thoughts - Continue to have lots of issues with iPads---We think the district is getting ready for a big purchase. Does teacher input matter on the device that's selected?

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218) **Notes**

b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the following capacities?	Yes	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	

SECTION 5: Staff Needs **Notes**

a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	No	We need more paras to meet the needs of IEP and at risk students. IEP students do not get served well; IEP services aren't always happening; 9 out of 18 students in a class period being on IEPs with minimal para support is not okay. We need a full time reading and math interventionist. A full time reading and math interventionist is needed in a building with 360+ kids. We are over-identifying students with special needs/504s. We have a disproportionate amount of students with specialized plans that are on grade level.
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2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	Wamego Middle School	3388	6-8

Please consider the following questions as you complete the needs assessment for your building.

b.	How many classified support staff are currently employed?	7	We have 7 paras but truly need at least 10.
c.	How many classified support staff are needed?	10	10 Paras need to be paid more and given a couple of days training.
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e.	Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f.	What staff development is necessary for teachers to support student success and meet the school improvement goals?		classroom management, science of reading, high effect teaching strategies

SECTION 6: Facility Needs

			Notes
a.	Is there adequate space for student learning?	No	45+ students in a gym is too many. Not enough equipment and room for students learning and engagement.
b.	Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Simon's outside door still does not have a handle on the outside.
c.	Are additional School Buses needed or any additional Routes needed?	No	

SECTION 7: Family Needs/Community Relations

			Notes
a.	Do you have regular events to engage parents with teachers?	Yes	back to school night, student led conference, move up nights
b.	What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?		back to school night, future 6th grade team teaching parents how to work through homework assignments, 6th grade instructional video library
c.	Do you have an active Site Council?	Yes	
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	
e.	What types of communication exists with families? Is it adequate?	Yes	social media, quarterly newsletters, email, phone calls
f.	What types of communication/social media exists with your community? Is it adequate?	Yes	facebook, X

SECTION 8: School Data

			Notes
a.	Building Attendance Rate	93.4%	
b.	Building Chronic Absenteeism Rate	17.3%	
c.	District Chronic Absenteeism Rate	18.4%	
d.	District Graduation Rate	92.0%	
e.	District Dropout Rate	1.1%	

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)

			Notes
a.	What is our building graduation rate		
b.	What is our building dropout rate?		

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	Wamego Middle School	3388	6-8

Please consider the following questions as you complete the needs assessment for your building.

c. What is our average comprehensive ACT score?		

SECTION 9: Other Data

		Notes
a.	Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Importance of homework
	1. Can these be achieved with additional resources?	
	2. Why or why not?	
b.	Additional building unique items:	

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	Wamego High	3398	9-12
Please consider the following questions as you complete the needs assessment for your building.			
SECTION 1: Student Needs			Notes
a.	Student Headcount	504	
b.	Percentage of students with an active IEP	13.80%	
c.	Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d.	Percentage of students identified as At-Risk (Free lunch)?	24.30%	
e.	Pupil-Teacher Ratio Average		District 13.4
f.	Pupil-Teacher Ratio Median		
g.	Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h.	Are there gaps in student success among race/ethnicity student subgroups?	No	
i.	Is there a tiered system of support to target reading growth?	No	
j.	Is there a tiered system of support to target math growth?	No	
k.	Are there local assessments to measure reading growth?	Yes	
l.	Are there local assessments to measure math growth?	Yes	
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	We are providing ongoing teacher development activities for our teachers. We have compared our data to our curriculum to ensure the appropriate standards are covered at an appropriate time.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	We have chosed to focus on students who are very close to moving to the next level. The teachers have looked at the standards the student did not show proficiency. The teachers will provide targeted practice on those standards as bell ringers for the entire class daily.
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)			Notes
a.	How is social/emotional growth being measured?		We look at attendance data, office referrals, and counselor referrals.

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	Wamego High	3398	9-12
Please consider the following questions as you complete the needs assessment for your building.			
b.	What are the targets/goals related to social/emotional growth?		We are focused on chronic absenteeism. Teachers are reaching out to students who are chronically absent during our Advisory time to build a relationship. We are rewarding all students (Sonic Drink Certificates, candy, etc.) at random moments for being in class. Finally, we set a building attendance goal and announce the previous day's attendance during morning announcements.
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A	
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A	
e.	How are successes of Individual Plans of Study being measured?		Each student works on their IPS during the Advisory Period. CTE Pathway completers are tracked. Enrollment in classes that align with post-secondary goals is monitored by the counselors.
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		Seniors fill out an exit survey. The counselors ask for contact information in that survey so the students can be reached in the future to survey if they are following their original post-secondary goals.
g.	How are you ensuring students are civically engaged?		All of our co-curricular clubs require community service. Our NHS chapter takes at least one Honor Flight each year. Peer Chamber is a student organization that focuses on how to be engaged in the community and make connections to support their post-secondary plans.
SECTION 3: Curriculum Needs			Notes
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		ESY for the students in the Low Incident classroom is offered for 3 weeks each summer. Students who failed a class or want to make room in their schedule for more electives can take Edgenuity classes over the summer.
b.	Are there appropriate and adequate instructional materials?	Yes	Edgenuity provides all materials.

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	Wamego High	3398	9-12
Please consider the following questions as you complete the needs assessment for your building.			
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Each student has a MacBook.
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)			Notes
b.	Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	
c.	Is every child in your school provided at least the following capacities?	Yes	
	1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
	3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	
	4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
	5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
	6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	
	7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	
SECTION 5: Staff Needs			Notes
a.	Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	Attracting and retaining quality staff is an ongoing priority. The teacher deficit is felt each year. I have 3 teachers on staff who are becoming teachers through a transition to teaching program.
b.	How many classified support staff are currently employed?	5	
c.	How many classified support staff are needed?	10	
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e.	Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	Wamego High	3398	9-12
Please consider the following questions as you complete the needs assessment for your building.			
f.	What staff development is necessary for teachers to support student success and meet the school improvement goals?		We are a Kagan School. Ongoing PD in this area is needed to provide new staff with the skills to use the structures appropriately. We created and implemented a walk-to Literacy model for our students. Ongoing training on effective reading/comprehension strategies is needed. Finally, ongoing training in effective teaching strategies and behavior management is always needed.
SECTION 6: Facility Needs			Notes
a.	Is there adequate space for student learning?	Yes	
b.	Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	
c.	Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations			Notes
a.	Do you have regular events to engage parents with teachers?	Yes	We have conferences two times a year. We also have 4 SITE Council meetings yearly. All parents are invited to those meetings.
b.	What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?		We don't have formalized programs to teach care givers how to support their student. We do have counselors and IT professionals available to help anyone who asks for support.
c.	Do you have an active Site Council?	Yes	
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	
e.	What types of communication exists with families? Is it adequate?		Communication with families occurs through social media (FaceBook, Twitter), emails, phone calls, and meetings. Parents have the option of signing up for alerts from PowerSchool and Google Classroom.

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	Wamego High	3398	9-12
Please consider the following questions as you complete the needs assessment for your building.			
	f. What types of communication/social media exists with your community? Is it adequate?		The school has a FB Page. The principal has a FB page. Most clubs have a FB page. The AD has a twitter account. Most teachers also have a twitter account.
SECTION 8: School Data			Notes
	a. Building Attendance Rate	92.1%	
	b. Building Chronic Absenteeism Rate	22.9%	
	c. District Chronic Absenteeism Rate	18.4%	
	d. District Graduation Rate	92.0%	
	e. District Dropout Rate	1.1%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)			Notes
	a. What is our building graduation rate	92.0%	
	b. What is our building dropout rate?	1.1%	
	c. What is our average comprehensive ACT score?	20.5	
SECTION 9: Other Data			Notes
	a.		
	b.		

2023-2024 State Assessments Review for 2024-2025 Budget Considerations

District: 320 Wamego

Based upon your schools Needs Assessment and State Assessment results, please identify the following:

- (A) The barriers that must be overcome for each student to achieve grade level proficiency on assessments
- (B) The budget actions that should be taken to address and remove those barriers
- (C) The amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

Mike Billings

Board President

Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
West Elementary	3-5	Recruiting and retaining high quality staff. Continued training on relationship building strategies, student engagement strategies, and the Science of Reading. Increasing support for students struggling with attendance and social-emotional concerns	Continue employment of the Family and Community Resource Liasion at West and Central. This position was previously funded out of ESSRS and is now funded in At-Risk, an increase in cost to this budget area. In negotiations this year the school board team presented a package to the teachers that increased the percentage of our general funds that will be spent on teachers.	Getting to 100% involves a number of things to happen. We know that a highly trained and effective staff makes the biggest positive difference in a student's education. Being able to provide compensation and benefits to our teaching and support staff that encourages folks to stay in/enter the profession has become a difficult hurdle in hiring high quality teaching staff. We feel that if we can overcome this hurdle than we will be able to move positively towards all students achieving at a level at or above their ability.	

WMS	6-8	Continued training on student behavior management, the Science of Reading, effective teaching strategies, and effective student/adult connection strategies. We also need to ensure that students with IEP's have the personnel support to ensure their needs are being met.	Continue employment of the ACES position that focuses on students attendance, academic, and social-emotional concerns that inhibit student learning. This position at WMS was previously funded out of ESSRS and is now funded in At-Risk, an increase in cost to this budget area. In negotiations this year the school board team presented a package to the teachers that increased the percentage of our general funds that will be spent on teachers.	Getting to 100% involves a number of things to happen. We know that a highly trained and effective staff makes the biggest positive difference in a student's education. Being able to provide compensation and benefits to our teaching and support staff that encourages folks to stay in/enter the profession has become a difficult hurdle in hiring high quality teaching staff. We feel that if we can overcome this hurdle than we will be able to move positively towards all students achieving at a level at or above their ability.	
WHS	9-12	We need to continue training staff on effective reading/comprehension strategies, effective teaching strategies, behavior management in the classroom, and increasing student engagement. We also need use resources to better attract and retain staff.	In negotiations this year the school board team presented a package to the teachers that increased the percentage of our general funds that will be spent on teachers.	Getting to 100% involves a number of things to happen. We know that a highly trained and effective staff makes the biggest positive difference in a student's education. Being able to provide compensation and benefits to our teaching and support staff that encourages folks to stay in/enter the profession has become a difficult hurdle in hiring high quality teaching staff. We feel that if we can overcome this hurdle than we will be able to move positively towards all students achieving at a level at or above their ability.	

2023-2024 State Assessments Review for 2024-2025 Budget Considerations

District:	320 Wamego	Bldg #	Grades Served:
School:	West Elem	3399	3-5
(A)	Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.		
	<p>We have made huge strides in this area by adopting a new core literacy curriculum (this is Year 3 of implementation) that is backed by the Science of Reading research (CKLA). All students receive the core in reading/language arts. MTSS time is spent on interventions and enrichment. Core literacy instruction is 120 minutes in Grade 3 and 90 minutes in Grade 4/5. We provided 2 years of professional development and literacy coaching during implementation. We also adopted new core math curriculum this year (Eureka Math Squared) and provided ongoing professional development and mathematics instruction coaching. Our math block is 80 minutes long in Grades 3-5. The barriers we face right now include teaching all of the core content before the Kansas Assessment program opens (testing early to get everyone through testing) and not having enough time to teach all of the content needed to meet all of the standards in reading and math. Another barrier includes not having time to truly implement an MTSS model for math. All students receive the core in math and reading, but providing an intervention and enrichment time in mathematics has proven challenging. We do not want to cut our core math time short (the 80 minutes is needed for our new core math curriculum) and transitioning to groups cuts into valuable instructional time. Our data also does not support the need for interventions across the board, especially in Grades 3 and 4. We are looking at creating an intervention time that is more classwide-based for the 2024-2025 school year.</p>		
(B)	Identify the budget actions that should be taken to address and remove those barriers.		
	Provide for any mathematics resources that may be necessary to implement MTSS for math (interventions and enrichment).		
(C)	Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.		
	We would need time to implement any intervention protocol, which would take at least 1-2 years.		

2023-2024 State Assessments Review for 2024-2025 Budget Considerations

	District: 320 Wamego	Bldg #	Grades Served:
	School: Wamego Middle School	3388	6-8
(A)	Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.		Lack of time for testing, Testing in the afternoon, create testing schedule
	<p>8th grade science assessment covers 6th-8th grade. This is a barrier in that it is difficult for students to remember 6th grade science, and it puts a heavier load on the 8th grade science teachers to continually provide review of all 3 years of science. For ELA and Math, a barrier is the amount of instructional time to address the wide range standards(reading, writing, speaking, listening). Currently, class time is about 50 minutes, this is a substantial drop from their elementary years in regards to ELA instruction. Time of day concerns with focus for core instruction. The testing schedule is not ideal, and needs to be adjusted to meet the needs of students and to help with focus, effort. It would be nice if the administration and board would communicate with the state level on changes needed. Example: Vague standards are hard to teach and know what is expected of the students and teachers to be rigorous. With ELA, there will be a new test format next year, so a barrier would be getting familiar and educated about expectations. It has been shared by the state that a writing assessment is coming so this will need to be worked into testing schedules, etc.</p>		Does KSDE have some sort of ratio identified or expected for how many support staff members are needed with our current percentage of at-risk and special education populations?
(B)	Identify the budget actions that should be taken to address and remove those barriers.		A testing schedule would be free.
	<p>Would it be possible to provide practice state tests in 6th and 7th grade? A full time interventionist would be needed to meet needs. We need to have para support and be able to retain classified staff to provide support services during instruction. Complex and diverse texts options in the library and within classrooms. Literacy training should be provided across contents.</p>		There are mini tests in KITE for ELA, Math and Science
(C)	Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.		100% proficient? Unattainable.
	<p>An estimate for the science assessment would take the 6th graders, who experience the change, until they're assessed in 8th grade should to show improvement (three years?).</p>		

2023-2024 State Assessments Review for 2024-2025 Budget Considerations			
District:	320 Wamego	Bldg #	Grades Served:
School:	Wamego High School	3398	6-8
(A)	Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.		
	The students don't always take the test seriously. The school used to make a big deal about making sure students are fed, hyped up, etc. We no longer do that. We also haven't completed curriculum alignment with the content taught and when it is tested.		
(B)	Identify the budget actions that should be taken to address and remove those barriers.		
	Continue to allow for PLC time for the teachers to be able to dig into the data and align the curriculum. On going PD for teachers to be effective in supporting students in reaching mastery of concepts so that generalization and application skills can be achieved. We do not currently have at-risk/intervention classes specific to a curricular area. Students who need extra support are reliant on talking to their teacher outside of class time or getting help from our one HELP teacher.		
(C)	Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.		
	This is a hard skill to quantify. I think some students could make quick progress while others will take years.		