

# BUILDING NEEDS ASSESSMENT



## 2023-2024 Building Needs Assessment for 2024-2025 Budget Considerations

Building Lakewood Middle School

Grades Served 6-8

Section 1: Student Needs	Response	Description
A. Student Headcount		676
B. Percentage of students with an active IEP		22.7%
C. Percentage of students enrolled in English Language Learner (ELL) services		3.7%
D. Percentage of students identified as At-Risk (Free lunch)?		66.2%
E. Pupil-teacher ratio average		13 to 1
F. Pupil-teacher ratio median		
G. Are the needs of foster care students being met? If not, what supports are needed?		<p><b>Current:</b> CKMHC therapist available at the school for mental health counseling. CKMHC group is 2nd and 3rd hour for social skills support.</p> <p>We have the backpack program and we have the food and clothing pantry for students who are lacking basic needs.</p> <p>Currently we have foster students who enroll, and there is a delay in getting accurate information on the student to make sure they are appropriately placed. It often takes more than a week to get accurate school records like IEPs.</p> <p><b>Desired:</b> Under ideal circumstances we will have meaningful two-way communication with all agencies involved regarding the student (i.e., case worker, educational advocate, doctor, etc.). The system uses this data to enhance families-school-community</p>

		<p>agencies, and organizations to collaborate in meaningful and culturally appropriate ways to actively support development and learning. We need better communication from foster care staff, and when a student enrolls, we need to have all relevant educational records immediately so the student doesn't have a gap in their schooling, and to ensure they have all needed accommodations and modifications.</p>
<p>H. Are there gaps in student success among race/ethnicity student subgroups?</p>	<p>Yes</p>	<p><b>Current:</b></p> <p>There are gaps between ethnicities in performance on the KSA.</p> <p>There are gaps between special education students and non-identified students on the KSA.</p> <p>There are gaps between homeless students and those with housing security on the KSA</p> <p>There are gaps between ELL students and English proficient students on the KSA</p> <p>There are gaps between students who receive free and reduced lunch and those that don't on the KSA.</p> <p><b>Desired:</b> In our ideal state, achievement gaps would be reduced by providing more opportunities for learning for students who are academically behind. This would require a lot more funding.</p> <p>Currently, we have a summer school program, but we need this to be longer and designed to help students who are academically below grade level. This will take a small teacher-to-student ratio and require transportation for some of our at-risk groups. There is no magical fix for achievement gaps. It will require time and a dedicated and sustained commitment to resources. Any student who finishes an academic year below grade level in Math or Reading should have the continued opportunity for learning throughout the summer. Also, our achievement data is directly correlated to our attendance data. Students who are chronically absent should have the opportunity to participate in meaningful</p>

		<p>learning during the summer. What this would mean is year-round schooling for a large portion of our students.</p> <p>We need curriculum and resources that specifically target students' academic gaps. We have seen great gains in using i-Ready for Math. This is currently paid for out of ESSER funds, so more funding will be needed to replace these funds when they sunset. We also need a similar program for Reading at the middle school level.</p> <p>We also need additional staffing to incorporate more CTE classes at the middle school level. These classes provide students with real-world opportunities to apply their STEM skills. These classes draw a lot of interest at the high school levels, and middle school students should have the same opportunities to find career interests and to discover the importance of what they are learning in the classroom and how it applies to real world problem solving in the CTE classroom.</p> <p>In addition to CTE classes, we need more staff to teach foundational classes for students who are below grade level. Currently, we don't have the teachers to add additional Math and Reading classes without making existing class sizes larger. Larger class sizes aren't conducive to meeting individual needs.</p> <p>With all of the above items in place, we can greatly reduce achievement gaps. It will require a big financial commitment from the state.</p> <p>One other barrier is the lack of teachers currently being produced by our state colleges. Teacher pay is one reason we aren't seeing a lot of graduates. If all of the above items were put in place, we would have a serious shortage in qualified applicants to do the job. We need KSDE to loosen barriers to having retired teachers come back to the profession.</p>
<p>I. Is there a tiered system of support to target reading growth?</p>	<p>Yes</p>	<p><b>Current:</b> Students who are two grade levels behind their peers in Reading are offered an Intensive Reading class. This program</p>

		<p>allows students to have access to and learn from texts that are at or near their BAS level.</p> <p>Students that scored a 1 or a 2 on the ELA KSA receive additional instructional support twice a week during Advisory (35 minutes). Our teachers pulled additional resources for this instruction during the first nine weeks, but we will begin using IXL for these sessions. The focus of these sessions is determined by the State interim results. Students who are above grade level are offered Advanced Reading in 7th grade and Advanced English in 8th grade.</p> <p>We have added an MTSS specialist with ESSER funds and he helps lead this work with our instructional coach.</p> <p><b>Desired:</b> As mentioned in the achievement gap section, we need more staff to provide foundational classes in Math and Reading. This would serve all students who begin the year below their grade level. ESSER funds help provide some of the staff for our Advisory sessions. This money must be replaced to sustain a meaningful and efficient MTSS structure.</p> <p>We also need academic time to extend beyond the normal school day and have more money available to pay staff to do intensive small group instruction after school and in summer. Our classified interventionist, MTSS specialist, and after-school dollars are all play a pivotal role in reducing achievement gaps in Reading.</p>
<p>J. Is there a tiered system of support to target math growth?</p>	<p>Yes</p>	<p><b>Current:</b> We take the i-Ready diagnostic in the Fall, Winter, and Spring. We also used the results of the Math KSA to help group MTSS support during our Advisory class. Students that scored at a 1 or 2 on the KSA receive additional Math support twice a week (35 minutes each day). Students who scored at a 3 or a 4 work on their personalized learning path in iReady to provide them additional instruction at their current level.</p> <p><b>Desired:</b> For students who are more than two grade levels below their peers in Math, we need a Math foundations class or a Tier 3</p>

		<p>class. Tier 3 students need more time and instruction focused at their grade level. There is no way to do this effectively without adding more staff.</p> <p>Our end goal is to have an immediate intervention system for students who start to show struggles with grade level Math. This is currently in place, but is paid for through ESSER dollars. Our iReady program is funded by ESSER dollars and we need that continued support for a diagnostic and for instruction on a personalized path.</p> <p>Additionally, we need more staff to provide a foundational class for students more than a grade level below their peers. With more staff we would be able to increase the amount of time for Math instruction during the school day.</p> <p>For students that are more than two grade levels behind their peers, we would like to have intensive summer instruction as well as after-school instruction. This, of course, would require an increase in our district and building level budgets. Our classified interventionist, MTSS specialist, and afterschool program are essential to our efforts in increasing our 3's and 4's on the KSA.</p>
<p>K. Are there local assessments to measure reading growth?</p>	<p>Yes</p>	<p><b>Current:</b> We use aReading diagnostic test within FastBridge three times a year. Students who are identified as high risk from their aReading test are then given the CBM (1-minute read) for progress monitoring. Students in Intensive Reading are BAS tested two times a year.</p> <p>We also give the KSA ELA interims three times a year and use those results to target specific skills that students are lacking through IXL.</p> <p><b>Desired:</b> We need assessments given 3 times a year that would inform students of their current grade reading level and monitor growth. We also need additional staff to add classes to the schedule that allow us to use testing data to modify current classes to best fit student needs. Current reading diagnostics are cost prohibitive and so more funding would be needed.</p>

		<p>i-Ready Math has been a good diagnostic for our students and it is currently paid for with ESSER dollars. We need this program to be sustained and need to have i-Ready Reading or at least maintain IXL for ELA to provide us with a more accurate diagnostic, to give students a personalized learning path, and to give our instructors the resources they need to address student gaps.</p>
L. Are there local assessments to measure math growth?	Yes	<p><b>Current:</b> We currently have students take the i-Ready diagnostic three times a year. We also take the interim KSA in the winter and Spring. We have common assessments across the district to measure end-of-unit learning.</p> <p><b>Desired:</b> We have revamped our tiered systems of support in Math thanks to having ESSER dollars to address student needs. Currently we give the i-Ready diagnostic three times a year. This informs students and staff of their current math grade level and allows us to monitor growth over the course of the year.</p> <p>We need additional staff to add foundational classes to the schedule based on the results of the iReady diagnostic and the Math KSA.</p> <p>Additionally, since i-Ready is funded through ESSER funds, if that money isn't replaced then we will have a big issue in identifying exactly what level students are currently performing and the best path to bring them up to grade level.</p>
M. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	<p><b>Current:</b> Students have the opportunity to participate in the After School Program, which meets four days a week for one hour.</p> <p>Students can work in Homework Help with teacher support</p> <p>Enrichment groups offer project-based learning through engaging activities such as Robotics.</p>

	<p>Students can also participate in a yearly Spelling Bee and/or MathCounts events and we also offer Scholars Bowl.</p> <p>Our library has a maker space that students can utilize in the morning before school starts. This provides students with learning opportunities in many different areas, with a focus on STEM.</p> <p>Summer school is an option for selected students to receive extra reinforcement of grade level skills through project-based learning.</p> <p>We also partner with The City to provide the Xcel program. This is a 7-year program that provides students with academic help, career exploration, and hands-on experiences in the community.</p> <p>We also partner with Salina Arts &amp; Humanities to provide our 7th grade students with an opportunity to do a “culture crawl” and learn more about the arts within the city of Salina.</p> <p><b>Desired:</b> In addition to maintaining all of the above learning opportunities, we need to be able to provide summer school opportunities within our own building. By using our building data, we would be able to tailor instruction to our specific population of students.</p> <p>In addition, we would like to be able to offer a transition program for 5th grade students who are at-risk. Part of summer school would be transitioning these students to our building, teaching them our rules and policies, developing early relationships with our staff, and providing intensive academic intervention before they begin their 6th grade year. We were able to expand our afterschool program using our ESSER funds and this needs to be maintained when this resource runs out.</p> <p>The expansion of our summer school program would take a significant financial investment. We will continue to seek out</p>
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	<p>opportunities and partners within the community to provide real-world learning experiences for our students.</p>
<p>N. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?</p>	<p><b>Current:</b> Our staff reviewed state assessment results during our beginning of the year in-service. Our Math, ELA, and Reading departments were given their students' results and analyzed the data for areas of instructional weakness. The curriculum map was adjusted in Math based on these instructional weaknesses. ELA and Math teachers were also provided with their current students' results so they could see how their students scored last year and tailor instruction based on those needs.</p> <p>Students who scored at a 1 or a 2 have a total of 70 minutes of extra class time to work on specific skills in ELA and Math. ELA uses IXL for practice problems (this was added in November) and Math is using various resources for these skills.</p> <p>Students who scored at a 3 or a 4 in Math work on their personalized learning path (iReady) twice a week. Students who scored at a 3 or a 4 on the ELA KSA alternate Reading activities twice a week (non-fiction, narrative, current events, etc).</p> <p>We also administer the interim state assessments in the Fall, Winter, and Spring to allow students exposure to standardized assessments, and we analyze the results to guide our MTSS instructional focus.</p> <p>Our ESSER funds are partially being used to give each core department an interventionist who leads the process of monitoring student achievement data and leading our PLC meetings on a daily basis. These staff members also help monitor learning within their own department and communicate staff development and instructional needs to the instructional coach and principal.</p> <p><b>Desired:</b> Having a lot of students in Tier 3 for Math is difficult to manage. This prevents meaningful short-term interventions from being successful. Ideally, we will be able to keep the current interventions in place and add a Tier 3 time into the schedule.</p>



		<p>This would take the form of a Math Foundations class. This would free up more resources for our timely Tier 2 intervention periods but also adds staffing considerations. We need to be able to keep our ESSER department interventionists in order to locate appropriate resources and assure quality implementation of instruction for our Tier 2 and Tier 3 students.</p> <p>We must be able to keep some of the technology purchased with ESSER funds (iReady) and we need to keep our ELA program (IXL). These programs are expensive, but provide quality resources to our students and staff.</p>
<p>O. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</p>	<p>Yes</p>	<ol style="list-style-type: none"> <li>1. Students will have the critical thinking skills to achieve postsecondary success, as measured by a 10% increase in the number of students performing at levels 3 or 4 on the Kansas Math Assessment (16.75% to 26.75%) by 2027.</li> <li>2. Students will have the critical thinking skills to achieve postsecondary success, as measured by a 15% decrease in the number of students performing at level 1 on the Kansas Math Assessment (45.62% to 30.62%) by 2027.</li> <li>3. Students will have the critical thinking skills to achieve postsecondary success, as measured by a 10% increase in the number of students performing at levels 3 or 4 on the Kansas Science Assessment (18.29% to 28.29%) by 2027.</li> <li>4. Students will have the critical thinking skills to achieve postsecondary success, as measured by a 15% decrease in the number of students performing at level 1 on the Kansas Science Assessment (50.89% to 40.89%) by 2027.</li> <li>5. Students will have the communication skills to achieve postsecondary success as measured by a 10% increase in the number of students performing at levels 3 or 4 on the Kansas English Assessment (22.02% to 32.02%) by 2027.</li> <li>6. Students will have the communication skills necessary to</li> </ol>

		achieve postsecondary success, as measured by a 15% decrease in the number of students performing at level 1 on the Kansas English Assessment (44.92% to 29.92%) by 2027.
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Section 2: State Board of Education Outcomes	Response	Description
A. How is social/emotional growth being measured?		<p><b>Current:</b> Currently, we monitor social-emotional growth through chronic absenteeism and through our disciplinary offenses. We currently define students as chronically absent if they miss 10% of the school days or more. We monitor attendance data weekly and follow the attendance support process outlined below.</p> <p>When a student reaches the point where they are missing 10% of the school days, we send parents a letter.</p> <p>If a student reaches the 15% threshold, our counseling staff makes contact with the family to see what barriers they are having to getting the student to school.</p> <p>If a student reaches the 20% threshold, we conduct an attendance support meeting.</p> <p>If attendance doesn't improve after the support meeting, then we recommend the student for district attendance support, file a DCF report, and determine truancy steps.</p> <p>We also have a building team that monitors disciplinary offenses. This team meets every three weeks to find concerns in the disciplinary data and create Tier 1 materials for instruction to address these concerns.</p> <p>Our counselors, MTSS specialist, and assistant principals also monitor disciplinary offenses and refer students to the SIT process if a student shows consistent or increasing social-emotional offenses. We have set goals to address these issues.</p> <p>Our MTSS specialist (ESSER funded) is crucial to developing behavior specific lessons for students based on our building data</p>

	<p>and acts in many ways in an administrative capacity in processing behavior violations with students. Without this position our administrative team would be overwhelmed with disciplinary offenses and have less time for instructional issues. It is essential to our building that this position remains.</p> <p><b>Desired State:</b> In our desired state we want fewer than 15% of our students chronically absent. We will need to maintain our current practices, but would also need additional resources to alleviate some of the major causes for absenteeism such as lack of transportation or mental health concerns.</p> <p>For disciplinary offenses, we need resources to match the cause of the social-emotional offenses.</p> <p>Two of the major causes would include the lack of mental health services for students in need, and disruptions in the home environment that lead to instability and uncertainty for the student. These are two items that will require a community approach and a partnership between all homes and school. Community agencies such as DCF will need to be able to provide support to families beyond typical abuse and neglect situations.</p> <p>We also need more funding to provide more staff to work with our Tier 3 behavior students during our morning Advisory. We have implemented this on a limited scale (staff concerns) and have seen improved behaviors from students who are in these Advisories. They receive consistent relationship building with an adult and targeted social emotional support. We need to broaden this approach to make a bigger impact on our behavioral concerns.</p> <p>As mentioned above, our MTSS specialist (ESSER funded) is crucial to developing behavior specific lessons for students based on our building data and acts in many ways in an administrative capacity in processing behavior violations with students. Without this position our administrative team would be overwhelmed with disciplinary offenses and have less time for</p>
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		instructional issues. It is essential to our building that this position remains.
B. What are the targets/goals related to social/emotional growth?		<p>1. Students will have the social-emotional skills to achieve postsecondary success, as measured by a 15% decrease in the number of social-emotional behavior offenses (736 to 626) by 2027.</p> <p>2. Students will have the social-emotional skills to achieve postsecondary success, as measured by a 20% decrease in the number of students who are chronically absent (33.5% to 13.5%) by 2027.</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?		<p><b>Current:</b> Our middle school students begin their Individual Plans of Study in their 6th-grade Social Studies class. Students do an interest inventory and complete activities on school subjects at work, decision-making, and time management. In 7th grade they complete activities on biases and career choices, jobs and employers, discovering learning pathways, and learning styles. Students set goals and monitor their goals throughout the year.</p> <p>All 8th-grade students take the Career &amp; Life class where they explore career matches, examine their skills, learn about self-advocacy, and plan their transition to high school. We monitor the number of students who have completed these activities to make sure all students are completing their plan of study.</p>

		<p><b>Desired:</b> Ideally, through the monitoring of students' IPS our school staff would be able to expose our 8th grade students to electives that may meet their career interests. This is already being done at the high school level, but oftentimes Freshmen begin their high school careers unsuccessfully and are forced into credit recovery situations that block their ability to participate in the exploration of electives.</p> <p>We need more family engagement that includes parent communication linked to the Xello program, and parent participation through informational meetings that showcase student progress, choices, and goals.</p> <p>Currently, our counselors are overwhelmed with social-emotional issues and scheduling concerns. We need more staffing dedicated to the IPS process and responsible for engaging families throughout the process.</p>
<p>F. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)</p>		<p>NA</p>
<p>G. How are you ensuring students are civically engaged?</p>		<p><b>Current:</b> Students complete community service hours in their Career &amp; Life class. They also complete a project during the class that involves giving back to the school or community.</p> <p>Our 7th graders have the opportunity to take a field trip into our community that combines art and being a culturally aware citizen.</p> <p>We offer clubs in the morning and have a Civics club that chooses different projects to complete that help out the school and community.</p> <p>The rights and duties of citizenship is a key component of our 8th grade History curriculum.</p>

		<p>We also have STUCO, and students participate in elections for student offices.</p> <p>Our civics club has formed partnerships with Y-Link and the Kansas Civic Network to connect with other schools in the state.</p> <p><b>Desired:</b> We need to maintain all of the above and develop a partnership between the Student Council/Civics Club and the City Council as well as utilize the County Clerk’s office to assist with Social Studies lessons about Federalism and election systems in Salina.</p> <p>We would like to engage students more formally in the democratic process by having voting machines on site that could be used for building elections or for mock local/national elections.</p>
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<b>Section 3: Curriculum Needs</b>	<b>Response</b>	<b>Description</b>
<p>A. What extended learning opportunities are provided (after-school programs, summer school programs, etc.)?</p>		<p><b>Current:</b> We offer an after-school program that allows students to get homework help and we have a Robotics club to get students interested in STEAM activities.</p> <p>Middle school summer school is currently offered through the district. Teachers and counselors submit student recommendations for summer school attendance.</p> <p>We also participate in Math counts and the Spelling Bee, and have a Scholars Bowl team.</p> <p><b>Desired:</b> The current summer school setup isn’t ideal, in that it limits the amount of students that can participate. We need to add staff to support a 2-month-long summer school program that introduces 5th graders to Lakewood culture and expectations.</p>

		<p>We need small groups (5-10 students: 1 teacher) recommended by 5th grade teachers, counselors, and administrators to address Tier 3 students' academic and behavioral learning gaps, versus an on-grade level summer school. The focus for incoming 6th graders would be transitioning them to middle school, in addition to closing the gaps in learning, supporting Lakewood culture, and creating cohesive relationships with small groups to provide success before the beginning of the school year.</p> <p>For 6th and 7th graders, the summer school program needs to be greatly expanded to include more students. For these students the focus would be on continued learning throughout the summer and negating the summer slide (loss of reading and math skills).</p> <p>To better illustrate why this is needed, last year we were able to move 13% of our students who weren't on-grade level at the start of the year to being on-grade level. By the start of this school year, our diagnostics showed that most of the students returned to being below grade level. It will take a significant investment to provide this opportunity to our students.</p> <p>Furthermore, an increase in summer transportation would be needed to provide summer school opportunities for students who have transportation as a barrier.</p> <p>As mentioned previously, our after-school program is currently being supplemented with ESSER dollars and that needs to be maintained.</p>
<p>B. Are there appropriate and adequate instructional materials?</p>	<p>No</p>	<p><b>Current:</b> Our curriculum is adequate to meet student needs; however, it is incomplete due to a lack of resources. We use IXL and i-Ready to support math deficits along with Science. We have 2nd Step available to us for SEL support. Our MTSS specialist (ESSER funded) now supplements the SEL with building expectation lessons.</p> <p>We also support deficits through an intervention program during Advisory time, utilizing IXL and iReady.</p>

		<p>Our textbooks are all appropriate and aligned to standards.</p> <p><b>Desired:</b> Illustrative Math curriculum does not provide instructional materials for struggling learners or support for Tier 3 students. Additional materials are needed to address the learning needs in math.</p> <p>We need i-Ready Reading at the middle school level in addition to Math. This would provide students and families with a personalized path that would help parents understand where their student is currently performing and how they can help their student address concerns. These programs are expensive and at a minimum we will need IXL for ELA (it is more cost effective than iReady).</p>
<p>C. Is current technology appropriate? If not, what technology is needed to support the curriculum?</p>	<p>Yes</p>	<p><b>Current:</b> Teachers are provided with a laptop, Promethean board, and classroom Chromebook. Our building is 1 to 1 with student Chromebooks.</p> <p><b>Desired:</b> i-Ready Reading support is needed or at a minimum we need to continue with IXL for ELA.</p> <p>Touch screen Active Panels for all rooms would provide teachers the opportunity to not be tied to a certain location in the room. This would help with classroom management.</p> <p>Our Library Media Center would benefit from new technologies to help get students interested in STEM activities. Items like 3D printers would provide students with real-life application of STEM skills.</p>

<p><b>Section 4: Educational Capacities (pursuant to K.S.A .72-3218)</b></p>	<p><b>Response</b></p>	<p><b>Description</b></p>
<p>A. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of</p>	<p>Yes</p>	<p>Information will be provided by Educational Programs.</p>



<p>education are taught. (only if building serves Grades 10-12)</p>		
<p>B. Is every child in your school provided at least the following capacities?</p>		
<p>1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.</p>	<p>Yes</p>	<p><b>Current:</b> Lakewood is in the process of implementing a unified approach to writing across ELA, Reading, Social Studies, and Science courses using the “ICE” strategy.</p> <p>8th grade Digital Literacy focuses on digital citizenship lessons that promote being better online citizens, communicating with email, understanding social media, and the dangers of online scammers. Lakewood has implemented a school-wide ELA/Reading intervention program to address the written communication needs of Tier 2 students.</p> <p><b>Desired:</b> Our staff needs further training on building-wide reading and writing strategies through professional development. Ideally, we would have additional staff to provide classes for intensive ELA/Reading classes at all levels, and additional staff to provide elective classes that include but are not limited to Speech, Debate, Forensics, Drama, Life Skills, and Foreign Language.</p>
<p>2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.</p>	<p>Yes</p>	<p><b>Current:</b> Our Social Studies curriculum thoroughly covers world, national, and local economic, social, and political systems. Our 6th grade World History curriculum covers ancient civilizations.</p> <p>Our 7th grade curriculum covers Kansas History, Geography, and Economics.</p> <p>Our 8th grade curriculum covers American History and government. The 8th grade government unit covers civic engagement of citizens, powers of the three branches of government, and how they check and balance each other. Our 8th grade Career &amp; Life curriculum uses Xello to create a plan of study from student interests and teaches students to make a budget.</p>

		<p><b>Desired:</b> We want to maintain all existing practices and incorporate more community organizations into the curricula (Eisenhower Center, Dole Institute, Topeka, etc.). Our students would also benefit from early job shadowing and mentoring experiences within our community.</p>
<p>3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.</p>	<p>Yes</p>	<p><b>Current:</b> This is met through our Social Studies curriculum. While 6th grade has a focus on World History, it does teach different types of governments compared to current systems and early foundations of democracy, including the rights and responsibilities of citizens.</p> <p>7th Grade focuses on Kansas History, with an emphasis on the creation of Kansas state and local governments. 7th Grade Geography examines all political systems including students creating their own political system.</p> <p>8th Grade focuses on U.S History, the Constitution, and our three branches of government.</p> <p>All three levels study aspects of the Constitution during the week of Constitution Day. 7th and 8th grade Social Studies teachers collaborate during elections to cover the voting processes through simulation. 8th Grade Social Studies curriculum includes weekly current events assignments and discussions. The Student Council holds elections each year for student government.</p> <p>Lakewood’s Friday club offerings include a Civic Engagement club where students have the opportunity to research, plan, and carry out services for both Lakewood and Salina.</p> <p><b>Desired:</b> We would like to create and sustain a partnership between our student council and our civics club with community organizations.</p> <p>We would benefit from voting machines on site that would allow us to “register” voters and have them participate in school, community, and national elections.</p>

		<p>While there isn't much participation locally, our students would benefit from networking with other schools in implementing the United Nations Global Goals program.</p>
<p>4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.</p>	<p>Yes</p>	<p><b>Current:</b> This is currently addressed through the health curriculum. Along with Second Step, specialized lessons addressing common building behaviors are created specifically for the needs of Lakewood. The counseling department provides direct links to students for meeting requests.</p> <p>All 6th graders take a year of physical education and 7th and 8th graders each take a semester.</p> <p>We have a school counselor for each grade level, one social worker, and one part time social worker for our Special Education students, and a family support worker.</p> <p>We have a partnership with Central Kansas Mental Health and have a therapist on site one day a week. Qualifying students can work with one of our two case managers that work with their students throughout the day.</p> <p>All three grades are provided instruction on the impacts of drugs and alcohol through a program called Project Alert.</p> <p><b>Desired:</b> We must retain our ESSER funded positions (Social Workers, MTSS Coordinator) and retain Central Kansas Mental Health services at the building level.</p> <p>We would benefit from additional spaces to provide private counseling to our students receiving CKMH services.</p> <p>Our students would also benefit from a Personal Fitness class that teaches the foundations of weight training.</p> <p>Our track needs to be refinished to promote year-round usage for our PE classes and the community.</p>

<p>5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.</p>	<p>Yes</p>	<p><b>Current:</b> We are fortunate to be able to offer many classes in the fine arts. Art 6-8, Orchestra, Music, Vocal, Band, Jazz Band, and Guitar, and Advanced Guitar are all offered. Our 7th graders have the opportunity to take a field trip into our community that combines art with being a culturally-aware citizen. The field trip focuses on the city of Salina’s historic downtown area, Smoky Hills Museum, Salina Arts Center, and the Salina Symphony.</p> <p>7th grade students participate in a Kansas Day activity with a local musician. Students learn about Kansas through songs. 7th grade students participate in a Dust Bowl activity in which they learn about the history of the Dust Bowl in Kansas through songs, art, and writing. The final project for the week is that students create a persona and postcard from the time period that highlights the difficulties of the time.</p> <p><b>Desired:</b> We need to maintain all of the above electives and activities and would like to be able to offer more electives in the fine arts. Classes like theater and forensics are offered at the high school level, but middle school students would benefit from an introductory class for these activities.</p>
<p>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.</p>	<p>Yes</p>	<p><b>Current:</b> All 8th grade students take Career &amp; Life, where they begin to explore career opportunities and begin work on their Individual Plans of Study.</p> <p>We offer Tech Ed classes to build vocational skills and introduce students to vocational opportunities.</p> <p>Students have the opportunity to participate in the robotics program where they build complex robots using different materials and develop coding skills to operate the robots. This program continues at the high school.</p> <p>Our FACS classes examine a variety of life skills, including garment manufacturing, food preparation, budgeting, etc.</p> <p>Our special education students develop employment skills by operating a coffee bar.</p>

		<b>Desired:</b> More introductory classes would be beneficial to our students. Computer programming and drafting are two fields that are in high demand and introductory classes in these fields would perhaps capture student interest and encourage them to continue these fields at the high school level.
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	Yes	<b>Current:</b> See #6. <b>Desired:</b> See #6.

Section 5: Staff Needs	Response	Description
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	<p><b>Current:</b> Currently, all of our teachers are certified in their content areas or are working on certifications in their content areas (Special Education Staff). Staffing other certified areas like special education and counseling has become increasingly difficult, and three of our current staff members are going through alternate pathways to get their certification.</p> <p><b>Desired:</b> More staffing is needed if we are to get all students to a Level 3 or 4 on the KSA. Additional teachers would be needed to supplement our schedule and offer Tier 3 courses for students below grade level. Our desired state would allow all students to receive rigorous instruction on grade level. Students who struggle with on-grade level content would receive timely Tier 2 interventions to allow them to continue to meet learning expectations. Students who are more than a grade level behind their peers are in need of a Tier 3 support, which would require more staff to teach foundational courses at the students' grade level.</p> <p>In our desired state, we would also need more staff to offer more CTE electives to introduce students into available pathways</p>

		<p>and help students see the connection between learning and career.</p> <p>If we are to have a schedule that provides sufficient time for core, supplemental, and intensive instruction, and is protected from all controllable interruptions and monitored to ensure plan time and PLC time is actualized, then more staff is needed. A conservative estimate for this number, based on current student needs, would be an additional 15 teachers. This would require a significant investment from the state. Additionally, alternative requirements for licensure in difficult-to-fill areas (SPED, Counseling, etc.) should be considered. We would also benefit if KSDE allowed retired teachers to continue teaching without having to take a financial hit.</p>
<p>B. How many classified support staff are currently employed?</p>		<p><b>Current:</b> We currently have 12 paras, 2 special education technicians, 1 instructional assistant (ESSER funded), 5 office staff, 6 custodial staff, and one campus supervisor.</p>
<p>C. How many classified support staff are needed?</p>		<p><b>Desired:</b> We are extremely short on classified staff to achieve our desired state. Outside of special education paras, we would need classified staff who could provide support for students who show social-emotional difficulties, in order to allow the student to remain in class and regulate their emotions.</p> <p>In our desired state, we would have a SEL screener that would identify student needs and then we would need classified or certified staff to meet with those students and teach the students the skills they are lacking.</p> <p>In addition to SEL issues, we would need a great increase in classified staff to provide Tier 2 and Tier 3 interventions within the classroom for students who have learning gaps. A conservative estimate on the number of staff needed to reach this desired state would be an additional 25 classified staff members. This would also reduce the amount of special education students we would have in one class.</p>
<p>D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?</p>	<p>No</p>	<p><b>Current:</b> We have a counselor for each grade level (3 total), one full-time social worker (ESSER), one part-time social worker, and one family support worker (ESSER). Currently we have to employ</p>

		<p>staff that are still working towards their degree in order to fill these positions. We also have an instructional coach and an MTSS coordinator (ESSER). We would not be able to function efficiently without these positions.</p> <p><b>Desired:</b> With the increase in SEL issues we have seen over the last several years, we would need additional counseling staff to support students and their families. Our counselors have been a bridge to the mental health system for many of our students and families. We have a partnership with CKMH and they meet with our students during the school day.</p> <p>To reach our ideal state, we would need an additional counselor at each grade level to help focus on these SEL issues and provide services to students and connect our families with these community resources.</p> <p>In our desired state, we would need an IPS coordinator to review student work and help align their interests with opportunities. This IPS coordinator could also provide our students with early learning experiences within the community so that students could see an early connection between school and career.</p> <p>Our instructional coach, MTSS coordinator (ESSER), and Social Worker (ESSER) are essential to our mission of serving students.</p>
<p>E. Are principals &amp; other key staff trained to provide instructional leadership and professional development to teachers?</p>	<p>Yes</p>	<p><b>Current:</b> USD 305 provides guidance for instructional leadership on a monthly basis and supports buildings by pulling data, identifying issues of concern, and providing appropriate training.</p> <p><b>Desired:</b> Administrators and instructional coaches would be specifically trained in the use of targeted evidence-based instructional practices/strategies for academics and behavior and receive ongoing training for supplemental and intensive curricular materials.</p> <p>We would also develop a formal, long-term professional development plan for all staff members and administrators, with all activities directly tied to practices that support the</p>

		<p>implementation and refinement of a multi-tier framework of supports based on our building data. We are beginning this three year process with Visible Learning.</p> <p>Instructional coaches and counselors will need current training on instructional best practices, providing intervention, and addressing social-emotional concerns.</p>
F. What staff development is necessary for teachers to support student success and meet the school improvement goals?		<p><b>Current:</b> Currently, the building looks at data, both behavioral and instructional, to identify needs; we then cater our professional development topics to those issues. We are also beginning the process of Visible Learning training.</p> <p><b>Desired:</b> In our desired state, we will have developed a formal, long-term professional development plan for all staff members that would allow them to implement best practices supporting the implementation and refinement of our multi-tier framework of supports. Our teachers also need continued training to address SEL concerns within the classroom, including additional trauma support training.</p> <p>With increasing demands on teachers and increasing demands from students, our teachers could also benefit from professional training on best practices as it relates to self-care.</p>

Section 6: Facility Needs	Response	Description
A. Is there adequate space for student learning?	Yes	<b>Desired:</b> Ideally, we would have additional space for physical activities such as weightlifting and conditioning. We could also use additional space for our students who receive mental health support. It's important that these students receive privacy. If we are able to add introductory CTE classes, new instructional spaces would be needed.
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	Yes	We need the following items to arrive at our desired state: <ul style="list-style-type: none"> <li>-Lights on the football field. Currently we aren't able to play full "B" games because of time constraints.</li> <li>-Separate setting and technology to provide telehealth therapy for all students with multiple providers.</li> </ul>



		-A separate entrance for therapists/families to enter/exit the building for confidentiality.
C. Are additional School Buses needed or any additional Routes needed?	Yes	School buses are full and we have many students who request busing but don't live the required 2.5 miles from school. There are often delays in getting students home from athletic events due to the need for those buses to also run routes. This is probably just as much a driver shortage as it is a bus shortage.

Section 7: Family Needs/Community Relations	Response	Description
A. Do you have regular events to engage parents with teachers?	Yes	<p><b>Current:</b> We have an Open House night in the Fall, parent/teacher conferences twice a year, and host events at the school such as academic awards ceremonies, concerts, and athletic events. We also will have a family engagement night (ESSER funded) in the Spring to highlight student learning opportunities.</p> <p><b>Desired:</b> We need funding that allows current building practices to remain in place.</p>
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?		<p><b>Current:</b> At our Open House night in the fall, we have training sessions for parents on how to use our grading program and how to use Google Classroom. We also have a transition night for our 8th grade students and a transition night for incoming 5th grade students.</p> <p><b>Desired:</b> We need to maintain all existing training, but many of the factors that keep students from learning optimally are linked to what is happening in the home. Better resources for families struggling with substance or mental health issues are needed.</p>
C. Do you have an active Site Council?	Yes	<p><b>Current:</b> Our SITE council meets six times a year to provide feedback on the school improvement process.</p> <p><b>Desired:</b> Better attendance and community involvement is needed.</p>
D. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	<p><b>Current:</b> Our PTO is active and meets quarterly. They raise funds and provide needed items for our students and staff.</p>

		<b>Desired:</b> We would benefit from community outreach to increase PTO membership and attendance.
E. What types of communication exists with families? Is it adequate?	Yes	<p><b>Current:</b> A weekly calendar with school updates is emailed home weekly. We have a newsletter that is emailed out monthly. We also provide information through our school website and Facebook page.</p> <p>Our grading system is able to be accessed in real time by parents.</p> <p>We have postcards that we mail home to communicate positive behaviors or improvements shown by students and we frequently call or email home concerns.</p> <p><b>Desired:</b> We would benefit from more technology to relay important information. For instance, a marquee outside our building would provide us an opportunity to relay important information.</p> <p>We would also benefit from better equipment in our gym to allow us to present information to parents in a better format when they are on site. Speaker systems for the gym and football field would make communication easier when parents are attending our events.</p>
F. What types of communication/social media exists with your community? Is it adequate?		<p><b>Current:</b> We have an active Facebook page and school website for our community members. Individual teachers create Twitter accounts for updates in the classroom.</p> <p><b>Desired:</b> We need parents and community members to consistently check these forms of communication.</p>

Section 8: School Data	Response	Description
A. Building Attendance Rate	93.6%	
B. Building Chronic Absenteeism Rate	19.4%	
C. District Chronic Absenteeism Rate	32.8%	
D. District Graduation Rate	86.6%	

E. District Dropout Rate	2.4%	
1. What is our building graduation rate	NA	NA
2. What is our building dropout rate?	NA	NA
3. What is our average comprehensive ACT score?	NA	NA

Section 9: Other Data	Response	Description
A. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		<p><b>Current:</b> Last year 19.38% of our students were chronically absent. Like most other districts around the nation, we are also dealing with a sharp rise in social-emotional issues with students since the COVID pandemic. When a student isn't at school, it is impossible to ensure they have the adequate skills necessary to have success in school. When a student has social-emotional issues, it can often lead to distractions within the classroom or force a student to be removed from the room, which again leads to academic loss.</p> <p>The increase in student mental health concerns, along with the other issues mentioned above, has led to an increase in demands on staff and in turn, has impacted staff mental health.</p> <p>Teachers have also seen their stress levels go up due to issues like staff shortages. It is extra work for a teacher to be gone and prepare for a sub, and subs are scarce and are often not as reliable as a full time classroom teacher.</p> <p>Additionally, because of all of the job demands, we are seeing fewer students graduate from state colleges with an education degree. This makes it difficult to fill existing positions.</p> <p>Also, despite having more ways than ever to communicate, we have struggled to engage and involve some of our parents. We would benefit from having more parenting classes in the community, especially for families that have students who are acting out at school and at home.</p>
1. Can these be achieved with additional resources?	Yes	

2. Why or why not?		<p><b>Desired:</b> Having additional staff to work with students who are having social-emotional concerns would help these students remain in class more often and decrease interruptions in the classroom. With additional staff, we would be able to increase the capacity of our after-school program, and add time to the school day for students who are chronically absent or missing critical skills. We also need support staff any time students are in the building. Oftentimes counselors and other support staff are needed during the after-school program for discipline support.</p> <p>Currently we have the after-school staff and funds to provide homework help, but ideally we would have more staff and more funds to be able to offer a “credit recovery” type class where students could work on specific skills in their core classes. This could potentially allow for students to improve their previous nine weeks grade and help them maintain eligibility.</p> <p>Lastly, we think it would be beneficial to have classes for parents to help them navigate parenting a middle schooler. CAPS currently does this, but we may be able to reach more parents if it were offered at the school.</p>
B. Additional building unique items:		

Section 10: Building Barriers Statement	Response	Description
A. The barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessment.		<ul style="list-style-type: none"> <li>Continue ESSER-funded intervention supports. Right now, we are currently addressing student academic and behavioral needs through ESSER funded positions. We will not be able to continue to provide our students these supports with a loss in funding. Our <u>MTSS specialist and Social Worker</u> are both ESSER funded positions and are absolutely critical in helping us achieve our SEL goals. Our <u>classified interventionist, after-school program, and department interventionists</u> all play an important role in addressing academic deficits. Also, i-Ready is important in providing Math</li> </ul>

		<p>instruction on a personalized path. Having IXL for ELA has greatly improved our tiered program of supports in ELA.</p> <p>Lastly, we have an especially difficult time getting subs for our building. Our district ESSER funds have provided us with three roving teachers that are able to give our students consistent instruction when we have teachers absent. This has been a tremendous help to our building. Before these positions were available teachers had to cover for each other either during their plan or PLC time (and sometimes both). This was not an ideal environment since missing out on PLC time cut into the opportunity for teachers to look at student data, develop intervention materials for Tier 2 and Tier 3 students, and align instruction. When teachers had to sub on their plan we also had staff that were becoming burnt out from doing grading and planning on their own time.</p> <p>Our increased student needs have not decreased post Covid, but rather dramatically increased. We need the positions above to continue to serve students and families.</p> <ul style="list-style-type: none"><li>● Increased Staffing - paraprofessionals/teachers. Finding qualified applicants in education is a challenge. Many candidates who take a transitional path to teaching require a lot of training on the job. Also, state universities are seeing fewer college students enter into the teaching profession at the same time we are seeing more staff retire. This shortage in qualified professionals will be felt by students. We need to make the job of teaching more lucrative to attract young people to the profession. As mentioned above we continue to have the need for more subs.</li><li>● Increased funds for technology. We need consistent academic support for students who are below grade level. It usually takes staff a full</li></ul>
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		<p>academic year to become completely comfortable with a new curriculum or resource. Programs like i-Ready have been a big help for our building, but it is also funded through ESSER dollars. We were able to acquire IXL for ELA deficits in November and we need to maintain this program going forward.</p> <ul style="list-style-type: none"><li>● Increased summer school budget. The only way to close academic gaps for some of our students will be through intensive year-long schooling. This will require more staff and a bigger budget.</li><li>● Family transportation issues. Chronic absenteeism will be improved by offering families transportation to school.</li><li>● Increased mental health support. We have seen a dramatic increase in the need for mental health support over the last few years. Mental health issues need to be addressed before meaningful learning can take place. Schools need access to more qualified people who can provide these services.</li></ul>
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