

## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> Salina Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Lakewood Middle School	3022	6-8

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

SECTION 1: Student Needs	Notes	
a. Student Headcount	720	
b. Percentage of students with an active IEP	26.1%	
c. Percentage of students enrolled in English Language Learner (ELL) services	3.75%	
d. Percentage of students identified as At-Risk (Free lunch)?	48.1%	
e. Pupil-Teacher Ratio Average	14.8	District average
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?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Students who are two grade levels behind their peers in reading are offered an intensive reading class. This program will be expanded next year. Students will be monitored every two weeks for skills they are currently learning and will have intervention sessions four days a week in the morning, before, or after school. Students who are above grade level are offered advanced reading in 7th grade and advanced English in 8th grade. We have added a MTSS specialist with ESSER funds for the 2022-23 school year to help lead this work.

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j. Is there a tiered system of support to target math growth?	Yes	Students who are more than two grade levels behind their peers are pulled for intervention time during an elective twice a week to work on gaps in their learning using their own personalized learning path. This program will be expanded next year and students will be monitored every two weeks for skills they are lacking and intervention sessions will be held in the morning and afterschool. Students who are above grade level will have the opportunity to take a Math class that moves at a quicker pace and goes in greater depth than our regular Math 7 and Math 8 class. We have added an MTSS specialist with ESSER funds for the 22-23 school year to help lead this work.
k. Are there local assessments to measure reading growth?	Yes	We use ACT Aspire, and next year we will use FastBridge. Students in intensive reading are BAS tested three times a year.
l. Are there local assessments to measure math growth?	Yes	We use iReady and students are assessed three times a year.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Students have the opportunity for homework help after school and we also used ESSER funds to provide academic and social-emotional opportunities after school. We have a classified interventionist who worked with students during the school day during elective classes. We offer a robotics program where students participate in STEM learning. We also offer math counts and scholars bowl. Our students also have the ability to attend our summer school program.

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<p>n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?</p>		<p>We are growing our intervention opportunities for students who are behind grade level and also offering more opportunities for students who are on grade level to be challenged. Intervention opportunities are offered before school, during the school day (students are pulled from electives), and after school. We have adjusted our schedule to where core content departments meet daily to review student data, identify students who need additional help, and develop learning activities to meet those needs. Department interventionists have been added to lead this work and work with students on skills they are lacking. Our building leadership team meets regularly to review our assessment data (both state and local) and to adjust our building-wide plan to meet student needs.</p>
<p>o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</p>	Yes	<p>Our current school improvement plan has a goal of improving students who are at readiness in both math and reading by 5% each year. This measure is the ACT Aspire Test, which will not be used next year, so our building leadership team will adjust this goal.</p>

**SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition** **Notes**

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a. How is social/emotional growth being measured?	Second Step lessons, building discipline data, and SABRES (2022-23)	Our building discipline data is reviewed monthly by our building team. We identify areas of concern and come up with action plans on how to address those behaviors. We also collect documents, such as bullying/harassment reports, to make sure those needs are addressed and see if there are any building-wide trends that need an action plan. Second Step lessons are taught and are assessed weekly by the classroom teacher.
b. What are the targets/goals related to social/emotional growth?		In our school improvement plan, our goal is: Social-Emotional: Each student will leave K-12 education with the social and emotional skills to be successful in his/hers post-secondary goals. Performance Indicator: Reduce the number of social-emotional (disruptive behaviors resulting in ISS or OSS) related referrals by 5% each year.
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?		We use Xello student reports to measure student IPS participation. This begins in 6th grade and culminates in a career and life class in 8th grade that students are required to take. One of the key parts of this class is when the high school counselors come over to do pre-enrollment with the students. Students use the information from their IPS to select electives related to a career interest.

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f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	
g. How are you ensuring students are civically engaged?		We partner with community groups several times a year to address issues in the community through volunteerism or donations. Community service is part of the IPS process that extends into the high school. We also partner with the community on different academic opportunities like the Salina "Culture Crawl" where students get to go into the community and learn about different cultures. We have a student council that creates community and school activities to get students involved. Lastly, we have a civics club where students develop ideas and plans to give back to the school or community.

**SECTION 3: Curriculum Needs**

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		<b>Notes</b> We offer an after-school program that serves over 90 students, summer school, robotics, math counts, spelling bee, and scholars bowl.
b. Are there appropriate and adequate instructional materials?	Yes	All classes have appropriate texts and resources to meet their curricular needs.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	All students are provided a Chromebook and staff members are issued a laptop and have the ability to work with a smartboard. We are piloting new smartboards next school year.

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

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)		<b>Notes</b>
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**Please consider the following questions as you complete the needs assessment for your building.**

c. Is every child in your school provided at least the	Yes	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	This is met across the curriculum with an emphasis in English Language Arts and reading.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	This is met through our social studies curriculum.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	This is met through our social studies curriculum. While 6th grade has a focus on world history, they do teach different types of governments. Seventh grade focuses on Kansas history and 8th grade focuses on U.S. history and our three branches of government.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	We use Second Step to address this building-wide and its also a part of our health curriculum. All 6th graders take a year of physical education and 7th and 8th graders each take a semester. We have a school counselor for each grade level, two social workers, and a family support worker. We have a partnership with Central Kansas Mental Health Center 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.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	We are fortunate to be able to offer many classes in the fine arts; art grades 6-8, orchestra, vocal, band, jazz band, and guitar are all offered.

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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	All 8th grade students take career and life where they begin to explore career opportunities and begin work on their Individual Plan of Study (IPS). We offer tech ed classes to build vocational skills and to introduce students to vocational opportunities.
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	
<b>SECTION 5: Staff Needs</b>		<b>Notes</b>
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	Special education teachers are especially hard to find. Right now, we are down one special education teacher. Every course we have at LMS is taught by a certified teacher in that content area.
b. How many classified support staff are currently employed?	35	13 paraprofessionals or instructional assistants; 5 office staff; 10 kitchen staff; and 7 custodial staff
c. How many classified support staff are needed?	41	We need five additional paraprofessionals and one more custodian.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Currently we are down two counselors, but the positions are recent openings.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Our district provides its administrators with ongoing professional development. We meet monthly for administrative meetings and instructional leadership development.

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f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		Teachers need more training in Project Based Learning (PBL), developing PLC's that better instruction, and effective classroom management. These needs have been addressed, but continued training is needed due to a large turnover in staffing in recent years. All teachers are in the beginning stages of learning to foster belonging in all students.
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**SECTION 6: Facility Needs**

		<b>Notes</b>
a. Is there adequate space for student learning?	Yes	We have enough space for all of our classrooms, have a tech ed room with necessary equipment, rooms for all of our fine arts' needs, and two full gymnasiums for our PE classes.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	All needed repairs will be addressed over the summer. Our building is in good condition.
c. Are additional School Buses needed or any additional Routes needed?	Yes	There have been some occasions where our athletes have had to stay at away events longer than necessary due to their bus driver having to go back and run school routes. This is not a bus issue as much as it is a shortage of drivers.

**SECTION 7: Family Needs/Community Relations**

a. Do you have regular events to engage parents with teachers?	Yes	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, to celebrate student success.
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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 distribute information on our grading program at our open house at the beginning of the year and post information to our website on how to navigate Google classroom. This information is also sent home through our School Messenger system.
c. Do you have an active Site Council?	Yes	Our site council meets six times a year.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Our PTO is active and supports our students and teachers.
e. What types of communication exists with families? Is it adequate?	Yes	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.
f. What types of communication/social media exists with your community? Is it adequate?	Yes	We have an active Facebook page and website for community members.

**SECTION 8: School Data** **Notes**

a. Building Attendance Rate	95.1%	
b. Building Chronic Absenteeism Rate	15.6%	
c. District Chronic Absenteeism Rate	19.6%	
d. District Graduation Rate	90.8%	
e. District Dropout Rate	1.4%	

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

a. What is our building graduation rate	N/A	
b. What is our building dropout rate?	N/A	
c. What is our average comprehensive ACT score?	N/A	

**SECTION 9: Other Data** **Notes**

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<p>a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?</p>		<p>Our absenteeism has gone up since COVID. With so many students being truant and having already lost learning time over the last two and a half years, we need students present everyday to make academic gains and close the learning gap. We have also seen an increase in behaviors harmful to learning since the start of COVID (substance issues and mental health issues). Social-emotional issues of perseverance and respect for others and self have gone down dramatically since the beginning of the COVID pandemic. Learning takes place in a safe and civil environment and, right now, we are placing a large focus and maintaining that type of environment. Furthermore, it is very difficult to "catch up" a student who enters middle school multiple grade levels below their peers. This could potentially require year-round schooling or extended school days. Many of these issues begin from a students' first days in school if they have not been exposed to an academic setting like a preschool.</p>
<p>1. Can these be achieved with additional resources?</p>	<p>Yes</p>	
<p>2. Why or why not?</p>		<p>If we could give provide busing for students who live closer than 2.5 miles, it may help us get students to school on a more consistent basis. Also, more funding could be used to hire staff to help students with the behaviors listed above and broaden our PreK work.</p>

b. Additional building unique items: