

2022-2023 State Assessments Review for 2024-2025 Budget Considerations

District:

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.

Todd Kennedy
Board President

Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
PES	K-4	outdated curriculum	curriculum	4 years	difficult to ever achieve all kids in level 3 and 4
PMS	5th-8th	outdated curriculum	curriculum	4 years	difficult to ever achieve all kids in level 3 and 4
PHS	9th-12th	outdated curriculum	curriculum	4 years	difficult to ever achieve all kids in level 3 and 4

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

District: USD 325	Bldg #	Grades Served:
School: Phillipsburg Elementary School	3538	K-4, P-K with IEP and 3 and 4 year olds

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 1: Student Needs		
a. Student Headcount		218
b. Percentage of students with an active IEP		25.00%
c. Percentage of students enrolled in English Language Learner (ELL) services		0.00%
d. Percentage of students identified as At-Risk (Free lunch)?		42.00%
e. Pupil-Teacher Ratio Average		11.0
f. Pupil-Teacher Ratio Median		11.0
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?		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?	Professional development, updating curriculum	
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)		
a. How is social/emotional growth being measured?	InFocus Curriculum, employ a counselor/social worker, designated social-emotional/relationship building time	Notes
b. What are the targets/goals related to social/emotional growth?	InFocus Curriculum being used on a weekly basis which teaches students skills to help regulate themselves.	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Kindergarten readiness training.	
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?	Parent Teacher Conference attendance, quarterly review of IPS	
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?	Intentionally scheduling and providing opportunities for students to participate in civic activities within the community and district.	
SECTION 3: Curriculum Needs		
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer school	Notes
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	
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)	N/A	Notes
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		
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	Notes
b. How many classified support staff are currently employed?	30	
c. How many classified support staff are needed?	30	
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?	KESA, mental health, LETRS, dyslexia, Ready Math and Reading, FastBridge, other new curriculum training	
SECTION 6: Facility Needs		
a. Is there adequate space for student learning?	Yes	Notes
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		
a. Do you have regular events to engage parents with teachers?	Yes	Notes
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?	N/A	
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No	
e. What types of communication exists with families? Is it adequate?	Social media, text alerts, letters, school website- Yes	
f. What types of communication/social media exists with your community? Is it adequate?	Social media, text alerts, letters, school website- Yes	
SECTION 8: School Data		
a. Building Attendance Rate		95.5%
b. Building Chronic Absenteeism Rate		9.1%
c. District Chronic Absenteeism Rate		13.6%
d. District Graduation Rate		92.9%
e. District Dropout Rate		N/A
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		
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		
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Recruiting and retaining certified staff	Notes
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	Additional resources can help with increased salary and benefits which could attract new teachers to the district. It can also be used to help retain the staff we currently have.	
b. Additional building unique items:		

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

District: USD 325	Bldg #	Grades Served:
School: Phillipsburg Middle School	3540	8-Mey

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 1: Student Needs		Notes
a. Student Headcount	182	
b. Percentage of students with an active IEP	12.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d. Percentage of students identified as At-Risk (Free Lunch)?	38.00%	
e. Pupil-Teacher Ratio Average	11.0	
f. Pupil-Teacher Ratio Median	11.0	
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?	Professional development, updating curriculum	
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?	In Focus Curriculum, employ a counselor/social worker, designated social-emotional/relationship building time	
b. What are the targets/goals related to social/emotional growth?	In Focus Curriculum being used on a weekly basis which teaches students skills to help regulate themselves.	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarten)	N/A	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarten)	N/A	
e. How are successes of Individual Plans of Study being measured?	Parent Teacher Conference attendance, quarterly review of IPS	
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?	Intentionally scheduling and providing opportunities for students to participate in civic activities within the community and district.	
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Teachers are available before and after regular school hours to assist students with any academic 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	
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)	N/A	
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 other 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	
b. How many classified support staff are currently employed?	12	
c. How many unclassified support staff are needed?	12	
d. Are there enough appropriately licensed support personnel such as counselor, 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?	KESA, mental health, LETRS, dyslexia, Ready Math and Reading, FastBridge, other new curriculum training	
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	
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?	N/A	
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No	
e. What types of communication exists with families? Is it adequate?	Social media, text alerts, letters, school website- Yes	
f. What types of communication/social media exists with your community? Is it adequate?	Social media, text alerts, letters, school website- Yes	
SECTION 8: School Data		Notes
a. Building Attendance Rate	94.7%	
b. Building Chronic Absenteeism Rate	13.3%	
c. District Chronic Absenteeism Rate	16.6%	
d. District Graduation Rate	97.3%	
e. District Dropout Rate	N/A	
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
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Recruiting and retaining certified staff	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	Additional resources can help with increased salary and benefits which could attract new teachers to the district. It can also be used to help retain the staff we currently have.	
b. Additional building unique items:		

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

District: USD 325	Bldg #	Grades Served:
School: Phillipsburg High School	3542	9th-12th

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

Section	Question	Response	Notes
SECTION 1: Student Needs			
a.	Student Headcount	180	
b.	Percentage of students with an active IEP	13.00%	
c.	Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d.	Percentage of students identified as At-Risk (Free lunch)?	30.00%	
e.	Pupil-Teacher Ratio Average	1 to 9	
f.	Pupil-Teacher Ratio Median	1 to 11	
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?	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?	Professional development, updating curriculum	
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)			
a.	How is social/emotional growth being measured?	In focus Curriculum, employ a counselor/social worker, designated social-emotional/relationship building time	
b.	What are the targets/goals related to social/emotional growth?	In focus Curriculum being used on a weekly basis which teaches students skills to help regulate themselves.	
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?	Parent-Teacher Conference attendance, quarterly review of IPS	
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	70% effectiveness	
g.	How are you ensuring students are civically engaged?	Intentionally scheduling and providing opportunities for students to participate in civic activities within the community and district.	
SECTION 3: Curriculum Needs			
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	before and after school help	
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	
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)	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			
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?	12	
c.	How many classified support staff are needed?	12	
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?	KESA, mental health, AI	
SECTION 6: Facility Needs			
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			
a.	Do you have regular events to engage parents with teachers?	Yes	
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?	N/A	
c.	Do you have an active Site Council?	Yes	
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No	
e.	What types of communication exists with families? Is it adequate?	Social media, text alerts, letters, school website-Yes	
f.	What types of communication/social media exists with your community? Is it adequate?	Social media, text alerts, letters, school website-Yes	
SECTION 8: School Data			
a.	Building Attendance Rate	93.8%	
b.	Building Chronic Absenteeism Rate	25.5%	
c.	District Chronic Absenteeism Rate	16.6%	
d.	District Graduation Rate	97.3%	
e.	District Dropout Rate	N/A	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)			
a.	What is our building graduation rate	97.3%	
b.	What is our building dropout rate?	N/A	
c.	What is our average comprehensive ACT score?	17.6%	
SECTION 9: Other Data			
a.	Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Recruiting and retaining certified staff	
1.	Can these be achieved with additional resources?	Yes	
2.	Why or why not?	Additional resources can help with increased salary and benefits which could attract new teachers to the district. It can also be used to help retain the staff we currently have.	
b.	Additional building unique items:		