

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

District: <u>272 Waconda</u>	Bldg #	Grades Served:
School: <u>Lakeside Junior/Senior High School</u>	<u>2176</u>	<u>6-12,NG</u>

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

SECTION 1: Student Needs		Notes
a. Student Headcount	137	
b. Percentage of students with an active IEP	14.50%	
c. Percentage of students enrolled in English Language Learner (ELL)	1.50%	
d. Percentage of students identified as At-Risk (Free lunch)?	40.00%	
e. Pupil-Teacher Ratio Average	19.0	
f. Pupil-Teacher Ratio Median	18.0	
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	MTSS is used at the JH level. For the 2022-23 School Year we have hired a "Student Success Coordinator" to expand our MTSS process into HS.
j. Is there a tiered system of support to target math growth?	Yes	MTSS is used at the JH level. For the 2022-23 School Year we have hired a "Student Success Coordinator" to expand our MTSS process into HS.
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	JH Elective courses include STEM, Art, and Computer/Business. CTE courses are offered to both HS & JH students. Performance & Fine Arts, extra-curricular activities, and student organizations such as FFA & FCCLA.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Through the MTSS process, data from multiple sources (including state assessments) is reviewed and interventions are implemented on an individual and small group basis.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	With the addition of our Student Success Coordinator (beginning 2022-23), and through collaboration of the MTSS team, student centered plans are developed
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?	KCTC data is reviewed yearly. Student surveys, as well as small group and one-on-one discussions within KESA time & with school staff. USD 272 is part of the Mental Health Intervention Team Program grant through KSDE	
b. What are the targets/goals related to social/emotional growth?	Specifically target bullying and suicide through KESA, Mental Health Intervention Team Program, outside speakers/assemblies, and student-led initiatives.	
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?	Yearly data collected through Xello and through the pre-enrollment process. We also continue to track graduates and monitor their post-secondary success.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Our goal is for all students to hold, at minimum, 1 industry-recognized certificate by the time they graduate high school. Additionally, we utilize the IPS process to ensure each student has a post-secondary plan.	

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

g How are you ensuring students are civically engaged?	20-hour community service requirement, clubs and organizations, Junior Chamber of Commerce, collaboration with community organizations, Young Ameritowne for 7th-8th grades each year	
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School: <u>Lakeside Junior/Senior High School</u>	<u>2176</u>	<u>6-12,NG</u>

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

		Notes
SECTION 3: Curriculum Needs		
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer success program (8 days after the end of the regular school year) and JH after school program 4 days a week for the duration of the regular school year	
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	

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School: <u>Lakeside Junior/Senior High School</u>	<u>2176</u>	<u>6-12,NG</u>

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

		Notes
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?	10	
c. How many classified support staff are needed?	14	
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?	Social/Emotional Learning, Dyslexia & MTSS, Technology	
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	While we can make the space work, there is a need to expand certain areas. STEM & Computer Science, as well as JH classroom space is limited.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	HVAC updates, one portion of the building was constructed in 1929 and repair and maintenance is an ever-present issue. This includes restrooms, classrooms, and exterior such as windows, doors, brick, and more.
c. Are additional School Buses needed or any additional Routes needed?	Yes	Late route for extra-curricular activities and substitute drivers
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	yes	Conferences, Open House, Spring Project Fair, Athletic Events, Concerts, Student organizations (FFA, Honor Society, FCCLA, etc)
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?	yes	Tutorials are sent out for new education/school-related tech (e.g. Seesaw, Zoom, Parents Online SIS)
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	yes	Lakeside Booster Club
e. What types of communication exists with families? Is it adequate?	Remind, SeeSaw, Emails, Weekly Update with activities & events	
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Twitter, Newspaper, Booster Club, Downs Community Connection	

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District: 272 Waconda	Bldg #	Grades Served:
School: Lakeside Junior/Senior High School	2176	6-12,NG

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

SECTION 8: School Data		Notes
a. Building Attendance Rate	96.1%	
b. Building Chronic Absenteeism Rate	7.1%	
c. District Chronic Absenteeism Rate	5.3%	
d. District Graduation Rate	95.2%	
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	95.2%	
b. What is our building dropout rate?	N/A	
c. What is our average comprehensive ACT score?	19.1	
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?	Stakeholder & Parent Involvement, Staff & Faculty needs (future concern for staff shortages).	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	Additional funding to hire more staff would solve the staffing shortage issue as long as quality staff members can be found.	
b. Additional building unique items:		

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: <u>272 Waconda</u>	Bldg #	Grades Served:
School: <u>Lakeside Junior/Senior High School</u>	2176	6-12,NG

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

Schedule, shortage of classified staff as well as staff for support after the school day, parental buy-in, need for specialized and individualized instructions for students.

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

Increased funding for support staff and for more individualized MTSS for students would allow us to remove the staff shortage barriers as long as quality staff can be found.

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

Achieving grade level proficiency for each student may take from 6-8, possibly 10 years.

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

District: 272 Waconda	Bldg #	Grades Served:
School: Lakeside Elementary	2171	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

SECTION 1: Student Needs		Notes
a. Student Headcount	156	
b. Percentage of students with an active IEP	17.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	45.73%	
e. Pupil-Teacher Ratio Average	16.0	
f. Pupil-Teacher Ratio Median	15.0	
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	Afterschool 3rd-5th, STEM, Robotics, Art, Music, Band & P.E.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Reviewing curriculum & strengthening interventions	
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Student Centered Plans and IEPs focus on individualizing learning and increase learning proficiency
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?	Student Risk Screening Scale - Internalizing & Externalizing	Fall/Winter/Spring
b. What are the targets/goals related to social/emotional growth?	Decrease At-Risk Internalizing & Externalizing behaviors	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	DECA, myIGDI and ASQ assessments	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	On or above benchmark on all assessments	
e. How are successes of Individual Plans of Study being measured?	NA	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA	
g. How are you ensuring students are civically engaged?	Planned civic engagement activities	

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

District: 272 Waconda	Bldg #	Grades Served:
School: Lakeside Elementary	2171	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	After school programs with smaller teacher to pupil ratios are offered for all 3rd-5th grade students M-Th from 3:35-5:00. Summer School for at-risk students. Title tutoring after school K-5th.	
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)	NA	
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	

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

District: 272 Waconda	Bldg #	Grades Served:
School: Lakeside Elementary	2171	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

		Notes
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?	8	
c. How many classified support staff are needed?	10	Title PK intervention services & Title Aide
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?	Curriculum Alignment & Differentiation	
SECTION 6: Facility Needs		
a. Is there adequate space for student learning?	No	3rd grade classroom needs more room. Otherwise yes: Large classrooms & learning labs
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Increase size of 3rd grade
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	Open House, PT conferences, music concert, Art Showcase, Fun Day
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?	none	
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	PTCO
e. What types of communication exists with families? Is it adequate?	Yes: Notes Home, SeeSaw, Facebook, Website, E-mails, All District calling	
f. What types of communication/social media exists with your community? Is it adequate?	Yes: Facebook, Website, Newspaper	

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

District: 272 Waconda	Bldg #	Grades Served:
School: Lakeside Elementary	2171	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

SECTION 8: School Data	Notes
a. Building Attendance Rate	94.1%
b. Building Chronic Absenteeism Rate	
c. District Chronic Absenteeism Rate	5.3%
d. District Graduation Rate	95.2%
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	NA
b. What is our building dropout rate?	NA
c. What is our average comprehensive ACT score?	NA
SECTION 9: Other Data	Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Larger classroom for 3rd grade needed
1. Can these be achieved with additional resources?	yes
2. Why or why not?	Additional resources can provide a bigger space for students which will increase focus for students and minimize behaviors.
b. Additional building unique items:	

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: <u>272 Waconda</u>	Bldg #	Grades Served:
School: <u>Lakeside Elementary</u>	2171	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

Curriculum Alignment and working together to build upon strategies and approaches that students learn in the previous grade levels. More training on differentiation and accommodations along with support staff for Title.

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

Funding for professional development aimed at differentiation and curriculum alignment. Funding to increase staffing for Title support services and elementary aides.

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

This will take time. It could take 10 year or more.

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

District: <u>272 Waconda</u>	Bldg #	Grades Served:
School: <u>Tipton Community School</u>	<u>2179</u>	<u>K-8</u>

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

SECTION 1: Student Needs		Notes
a. Student Headcount	49	(5 are half time kindergarten students)
b. Percentage of students with an active IEP	14.29%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	10.20%	
e. Pupil-Teacher Ratio Average	5:1	
f. Pupil-Teacher Ratio Median	5.0	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	No foster students at this time
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?	Yes	Title, Special Ed., and small class size
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	This is always a focus
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?	SRSS-IE 2.0	
b. What are the targets/goals related to social/emotional growth?	KESA- Increase family and community involvement	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Benchmark	
e. How are successes of Individual Plans of Study being measured?		
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?	Part of the curriculum	

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

District: <u>272 Waconda</u>	Bldg #	Grades Served:
School: <u>Tipton Community School</u>	<u>2179</u>	<u>K-8</u>

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

SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Power up - summer session	
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 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	

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

District: <u>272 Waconda</u>	Bldg #	Grades Served:
School: <u>Tipton Community School</u>	<u>2179</u>	<u>K-8</u>

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

		Notes
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?	7	
c. How many classified support staff are needed?	7	
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?	Inservice opportunities suffice	
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?	None	
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	
e. What types of communication exists with families? Is it adequate?	See Saw, emails, text messages - Yes	
f. What types of communication/social media exists with your community? Is it adequate?	same	

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

District: <u>272 Waconda</u>	Bldg #	Grades Served:
School: <u>Tipton Community School</u>	2179	K-8

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

SECTION 8: School Data		Notes
a. Building Attendance Rate		
b. Building Chronic Absenteeism Rate	0.0%	
c. District Chronic Absenteeism Rate	5.3%	
d. District Graduation Rate	95.2%	
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?		
1. Can these be achieved with additional resources?		
2. Why or why not?		
b. Additional building unique items:		

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: <u>272 Waconda</u>	Bldg #	Grades Served:
School: <u>Tipton Community School</u>	2179	K-8

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

With our small class sizes teachers are better able to target those individual students performing below grade level. We will continue to utilize title services, special education services, and extra classroom help to help those students achieve. Parents are also asked to help out when necessary, and that has helped as well.

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

Our School Board has been pro-active with the help of the Superintendent to put the necessary programs in place to help address those barriers. Continued support will be needed.

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

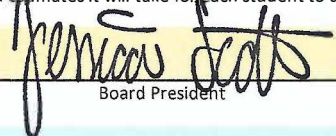
We are headed in the right direction, and in the next few years(one or two) our hope is to have all at grade level proficiency.

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: 272 Waconda

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.



 Board President

9/12/2022

 Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Lakeside Jr/Sr High School	6-12	Schedule, shortage of classified staff as well as staff for support after the school day, parental buy-in, need for specialized and individualized instructions for students.	Increased funding for support staff and for more individualized MTSS for students would allow us to remove the staff shortage barriers as long as quality staff can be found.	Achieving grade level proficiency for each student may take from 6-8, possibly 10 years.	
Lakeside Elementary School	PreK-5	Curriculum Alignment and working together to build upon strategies and approaches that students learn in the previous grade levels. More training on differentiation and accommodations along with support staff for Title.	Professional development aimed at differentiation and curriculum alignment. Increased staffing for Title support services and elementary aides.	This will take time. It could take 8-10 years or more.	
Tipton Community School	K-8	With our small class sizes teachers are better able to target those individual students performing below grade level. We will continue to utilize title services, special education services, and extra classroom help to help those students achieve. Parents are also asked to help out when necessary, and that has helped as well.	Our School Board has been proactive with the help of the Superintendent to put the necessary programs in place to help address those barriers. Continued support will be needed.	We are headed in the right direction, and in 8-10 years our hope is to have all at grade level proficiency.	