BUILDING NEEDS ASSESSMENT & STATE ASSESSMENTS REVIEW

Kansas State Board of Education Goal:

To enhance each student for post-secondary opportunities and success.

- Outcome #4: Align school district budgeting with improvement needs for each student, as identified by the building needs assessment.

Guidance & Budget Usage

INCORPORATING INTO THE BUDGET PROCESS

Per K.S.A. 72-1163 starting July 1, 2022, and each year after, as follows:

- the USD board of education shall publish the conducted needs assessment and state assessment review on the USD website; a copy of both should be kept on file at the USD administrative offices.
- The required notice to be published per K.S.A. 79-2929 (Code 99), and amendments thereto, shall now also include a statement that the needs assessment and state assessment review is on file at the USD administrative offices.
- In the minutes of the meeting at which the USD board of education approves its annual budget, the following shall also be included:
  - o that the needs assessment was provided to the USD board of education
  - o that the needs assessment was evaluated by the USD board of education
  - o how the USD board of education used the needs assessment in the approval of the USD budget.
- The USD board of education shall review state assessment results and, as a part of the review, shall document the following:
  - o The barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessments.
  - o any budget actions, including, but not limited to, recommendations on reallocation of resources that should be taken to address and remove barriers identified in (A)
  - o the amount of time the USD board of education estimates it will take for all students to achieve proficiency above level 2 for grade level academic expectations on the state assessments if such budget actions are implemented.

Building Needs Assessment

Requirements

The USD board of education must complete a needs assessment of each attendance center within the USD. A tracking document should be used and should include important questions to monitor the data and progress of the building, evaluate curriculum, staffing and facility needs as well as other important items to consider for the continued growth of the school. Per K.S.A. 72-1163, the needs assessment should also track the progress of the attendance center to meet the goal set forth in K.S.A. 72-3218(c) (State Board of Education's Outcomes and Educational Capacities aka Rose Capacities).

The Needs Assessment for each school must be used by the USD board of education when approving the annual Budget and must be available at the USD administrative offices and posted to the USD website.

The minutes of the meeting at which the board approves the annual Budget, should include that each building's needs assessments were provided to, and evaluated by, the USD board of education and how the USD board of education used the needs assessment in the approval of the USD budget

Suggestions

Leadership at each attendance center should evaluate their needs assessment through usual district procedures (i.e. Teacher Leadership Teams, Site Councils, Building Leadership Teams, Professional Learning Communities, etc.) and submit to district leadership for consideration. District leadership will use the needs assessment completed by each attendance center to create the USD official needs assessment by building that may then be shared with the USD board of education.

CAUTION: If using local data, be sure there is no personally identifiable information within the needs assessment.

Data Resources

KSDE's Data Central will be the best resource. Please also reference the "Resources" tab on the Excel Template for more resources.

Guidance & Budget Usage
INCORPORATING INTO THE BUDGET PROCESS

State Assessments Review

Requirements

The USD board of education should review state assessment results and document the following:

(A) The barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment.

(B) any budget actions, including, but not limited to, recommendations on reallocation of resources that should be taken to address and remove barriers identified in (A).

(C) the amount of time the USD board of education estimates it will take for all students to achieve proficiency above level 2 for grade level academic expectations on the state assessment if such budget actions are implemented.

The USD board of education should review data on student performance and then consider the curriculum, staffing, building, student, family and community needs.

The State Assessments Review must be posted on the USD website and a copy should be kept on file at the USD administrative offices.

Suggestions

Leadership at each attendance center may evaluate their buildings state assessments through normal district procedures (i.e. Teacher Leadership Teams, Site Councils, Building Leadership Teams, Professional Learning Communities, etc.) and submit to district leadership for consideration. District leadership will use the state assessments review from each attendance center to create the USD official state assessments review that may be shared with the USD board of education. The board will then adopt the USD official state assessment review.

Resources

KSDE's Data Central will be the best resource, specifically the Performance Accountability Report. Please refer to the "Resources" tab on the Excel Template for a list of all resources.

Guidance & Budget Usage
INCORPORATING INTO THE BUDGET PROCESS

Templates

KSDE has created fillable templates for districts to use in order to help make these new requirements as easy as possible. USDs can download the templates in Excel, PDF and Word formats.

Note: If using the Excel Template, users can fill out information on the District Info tab, which will fill-in throughout the template.

Building Needs Assessment

The questions within the KSDE template are suggestions only, however, the questions in light green are mentioned in K.S.A. 72-3218. KSDE also suggests including the questions below with a light pink background which are specifically mentioned in K.S.A. 72-1163 (3) Otherwise, USDs can use some or all of the questions in the templates or may continue to use a Building Needs Assessment template they are already using.

o.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?
p.	Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?
c.	Is every child in your school provided at least the following capacities?
1.	Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.
2.	Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.
3.	Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.
4.	Sufficient self-knowledge and knowledge of his or her mental and physical wellness.
5.	Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.
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.
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.

Each attendance center within the district must have a needs assessment. If using the Excel template, there will need to be a Needs Assessment worksheet tab for each school. If using the PDF or Word template, you will need to have a separate file for each school.

Tip: On the Excel template, it's suggested to edit the "Needs Assessment" tab to suit USD preference and then make a copy of the tab for each school.

Guidance & Budget Usage

INCORPORATING INTO THE BUDGET PROCESS

State Assessment Review

The KSDE templates have fields to enter the attendance center name, grade levels served, barriers, budget actions and time for students to achieve. As suggested above, the leadership team at each building may organize their own state assessments review.

Tip: For Excel template, you may copy the "Bldg 1 State Assessments Review" tab so there is a separate tab for all attendance centers within the USD.

Note: Only one state assessment review report is _REQUIRED_ to be completed by the USD board of education (this is the "BOE State Assessments Review" tab on the Excel template). It is up to the USD to decide if they want each buildings leadership team to complete a building level state assessments review.

Agenda Item Details

Meeting	Jun 09, 2025 - Regular Board Meeting
Category	Information/Discussion Items
Subject	Building Needs Assessment Presentation - End of Year Data Recap
Access	Public
Type	

Public Content

Building Needs Assessment (signed).pdf (81 KB)   2024-2025 BOE State Assessment Review.pdf (108 KB)   PHS Needs Assessment 24-25.pdf (1,147 KB)

PMS Needs Assessment 24-25.pdf (1,150 KB)   Sunflower Needs Assessment 24-25.pdf (1,262 KB)   Cottonwood Needs Assessment 24-25.pdf (1,253 KB)

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA HIGH SCHOOL (9-12)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 1: Student Needs	
a. Student Headcount	576
b. Percentage of students with an active IEP	17.30%
c. Percentage of students enrolled in English Language Learner (ELL) services	0.1%
d. Percentage of students identified as At-Risk (Free lunch)?	24.7%
e. Pupil-Teacher Ratio Average	16:1

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA HIGH SCHOOL (9-12)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 1: Student Needs	
f. Pupil-Teacher Ratio Median	16:1
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
j. Is there a tiered system of support to target math growth?	YES
k. Are there local assessments to measure reading growth?	YES

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA HIGH SCHOOL (9-12)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 1: Student Needs	
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?	Math - Course sequencing changes, Interim Assessments. MTSS ELA - Interim Assessments, Reading and Vocabulary Training, MTSS
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	YES - Interims

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA HIGH SCHOOL (9-12)

FOR 2025-2026 BUDGET CONSIDERATIONS

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?	7 Mindsets curriculum
b. What are the targets/goals related to social/emotional growth?	Self Efficacy
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?	STAR Recognition Application Targets, Completion of annual IPS artifacts
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	The 5 year effectiveness rate will increase to the 95% confidence interval for the predictive effectiveness rate. The dropout rate will decline and the attendance rate will increase to 95%.
g How are you ensuring students are civically engaged?	Student clubs and organizations such as KAY, FFA, Student Council, Skills USA, Drama Club, and FBLA

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA HIGH SCHOOL (9-12)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 3: Curriculum Needs	
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer school, changes to the finals schedule allows for end of the semester academic completion, ACT test prep workshops
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

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA HIGH SCHOOL (9-12)

FOR 2025-2026 BUDGET CONSIDERATIONS

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 Grades 10-12)	YES
c. Is every child in your school provided at least the following capacities?	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	YES
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	YES

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)	
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 the job market.	YES

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA HIGH SCHOOL (9-12)

FOR 2025-2026 BUDGET CONSIDERATIONS

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?	No - Currently ELA has one non-certified teacher
b. How many classified support staff are currently employed?	8
c. How many classified support staff are needed?	9
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	NO - Social worker and MTSS Coordinator are needed

SECTION 5: Staff Needs	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	YES
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Science of Reading, Standards Alignment, MTSS, Vocabulary, Social Emotional Learning, and Rigor

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA HIGH SCHOOL (9-12)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 6: Facility Needs	
a. Is there adequate space for student learning?	YES
b. Are there necessary repairs and/or adjustments to the existing space that need to be made?	YES - Updated learning spaces, FACS Lab renovation and CTE Labs
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?	Back 2 School Night
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?	Newsletter, Website, Infinite Campus, IEP Meetings, Email, Facebook, Twitter - Yes it is adequate
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Twitter - Yes it is adequate

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA HIGH SCHOOL (9-12)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 8: School Data	
a. Building Attendance Rate	94.6%
b. Building Chronic Absenteeism Rate	14.40%
c. District Chronic Absenteeism Rate	15.47%
d. District Graduation Rate	98%
e. District Dropout Rate	0.2%

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA HIGH SCHOOL (9-12)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 8: High School Needs (Grades 9-12 Only)	
a. What is our building graduation rate	99.2% with a summer completer
b. What is our building dropout rate?	0% with a summer completer
c. What is our average comprehensive ACT score?	19.4

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?	Chronic Absenteeism and Student Resilience

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 1: Student Needs	
a. Student Headcount	413
b. Percentage of students with an active IEP	14.04%
c. Percentage of students enrolled in English Language Learner (ELL) services	<1%
d. Percentage of students identified as At-Risk (Free lunch)?	33.33%
e. Pupil-Teacher Ratio Average	12:1

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 1: Student Needs	
f. Pupil-Teacher Ratio Median	12:1
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

SECTION 1: Student Needs	
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?	PLC Unit Planning, IXL, Interim Assessments, Level Up Groups
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?	7 Mindsets curriculum
b. What are the targets/goals related to social/emotional growth?	Self Regulation and Conflict Resolution
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?	Students complete lessons in Xello, 7th and 8th grade students take a career exploration class, 8th grade students participate in Reality U.
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?	All students have the ability to participate in clubs. The social studies department creates lessons that involve students interacting with governmental agencies.

SECTION 3: Curriculum Needs

a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Math Tutoring, Summer Tutoring, Art Club, Before/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

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

FOR 2025-2026 BUDGET CONSIDERATIONS

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 Grades 10-12)	N/A
c. Is every child in your school provided at least the following capacities?	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	YES
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	YES

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)	
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 the job market.	YES

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

FOR 2025-2026 BUDGET CONSIDERATIONS

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?	12
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No - Social Worker, At-Risk Program Coordinator, ISS Supervisor

SECTION 5: Staff Needs

e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	YES
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Science of Reading, Standards Alignment, MTSS

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 6: Facility Needs	
a. Is there adequate space for student learning?	YES
b. Are there necessary repairs and/or adjustments to the existing space that need to be made?	YES - Learning spaces could be updated, Dedicated ISS Room
c. Are additional School Buses needed or any additional Routes needed?	NO

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

FOR 2025-2026 BUDGET CONSIDERATIONS

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?	Open House, Family Nights, Art/STEM Show
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?	Infinite Campus, Textcaster, Facebook, Newsletters - Yes it is adequate
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Textcaster - Yes it is adequate

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 8: School Data	
a. Building Attendance Rate	94.6%
b. Building Chronic Absenteeism Rate	11.9%
c. District Chronic Absenteeism Rate	15.47%
d. District Graduation Rate	98%
e. District Dropout Rate	0.2%

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 8: High School Needs (Grades 9-12 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

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
PAOLA MIDDLE SCHOOL (6-8)

FOR 2025-2026 BUDGET CONSIDERATIONS

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?	Social emotional development in students. Chronic absenteeism, Exploratory electives outside of fine arts and study skills. Finding cyclical/meaningful collaboration time for teachers.

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
SUNFLOWER ELEMENTARY SCHOOL (3-5)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 1: Student Needs	
a. Student Headcount	369
b. Percentage of students with an active IEP	19.78%
c. Percentage of students enrolled in English Language Learner (ELL) services	1.62%
d. Percentage of students identified as At-Risk (Free lunch)?	30.34%
e. Pupil-Teacher Ratio Average	13:6

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
SUNFLOWER ELEMENTARY SCHOOL (3-5)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 1: Student Needs	
f. Pupil-Teacher Ratio Median	13:6
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

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
SUNFLOWER ELEMENTARY SCHOOL (3-5)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 1: Student Needs	
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?	Targeted intervention groups, weekly progress monitoring for Tier 3, bi-weekly progress monitoring for Tier 2, Title and SPED work with each grade level, math interventionist, and School Wide Title I, individual goal steering with students
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?	7 Mindsets curriculum
b. What are the targets/goals related to social/emotional growth?	Students will continue to acquire the knowledge, attitudes, and skills necessary to understand emotions, establish positive relationships, and make responsible decisions.
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?	N/A
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?	Panther Clubs, Kids Connect Club

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
SUNFLOWER ELEMENTARY SCHOOL (3-5)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 3: Curriculum Needs	
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Kids Connect Club, Girls on the Run, Jump Start, Summer Tutoring
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 Grades 10-12)	N/A
c.	Is every child in your school provided at least the following capacities?	
	1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	YES
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	YES

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)	
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 the job market.	YES

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
SUNFLOWER ELEMENTARY SCHOOL (3-5)

FOR 2025-2026 BUDGET CONSIDERATIONS

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?	6
c. How many classified support staff are needed?	7
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	YES

SECTION 5: Staff Needs	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	YES
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Science of Reading and Standards Alignment

SECTION 6: Facility Needs	
a. Is there adequate space for student learning?	YES
b. Are there necessary repairs and/or adjustments 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?	Back 2 School Night
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?	Email, Textcaster, Newsletters, Facebook - Yes it is adequate
f.	What types of communication/social media exists with your community? Is it adequate?	Facebook, Textcaster, Website, Newspaper - Yes it is adequate

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
SUNFLOWER ELEMENTARY SCHOOL (3-5)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 8: School Data	
a. Building Attendance Rate	93.5%
b. Building Chronic Absenteeism Rate	19%
c. District Chronic Absenteeism Rate	15.47%
d. District Graduation Rate	98%
e. District Dropout Rate	0.2%

SECTION 8: High School Needs (Grades 9-12 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?	The numerous and various social emotional needs that our students have. The lack of accountability for actions and apathy and disrespect toward education institutions.

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
COTTONWOOD ELEMENTARY SCHOOL (PK-2)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 1: Student Needs	
a. Student Headcount	383
b. Percentage of students with an active IEP	33%
c. Percentage of students enrolled in English Language Learner (ELL) services	2.6%
d. Percentage of students identified as At-Risk (Free lunch)?	37%
e. Pupil-Teacher Ratio Average	13:7

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
COTTONWOOD ELEMENTARY SCHOOL (PK-2)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 1: Student Needs	
f. Pupil-Teacher Ratio Median	13:7
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

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
COTTONWOOD ELEMENTARY SCHOOL (PK-2)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 1: Student Needs	
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?	N/A
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	N/A

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?	7 Mindsets lessons
b. What are the targets/goals related to social/emotional growth?	Identify Emotions and Self Regulation of Emotions
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ Data
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Recognizing letters and their sounds, Developing vocabulary and understanding of language.
e. How are successes of Individual Plans of Study being measured?	N/A
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?	Civic engagement is incorporated through the 7 Mindsets curriculum. Students get the opportunity to complete various activities with local groups and services.

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
COTTONWOOD ELEMENTARY SCHOOL (PK-2)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 3: Curriculum Needs	
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Lego League, Summer Tutoring, Jump Start program during the summer
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 Grades 10-12)	N/A
c.	Is every child in your school provided at least the following capacities?	
	1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	YES
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	YES

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

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 the 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?	24
c. How many classified support staff are needed?	24
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	YES

SECTION 5: Staff Needs	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	YES
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Science of Reading and Standards Alignment

SECTION 6: Facility Needs	
a. Is there adequate space for student learning?	YES
b. Are there necessary repairs and/or adjustments to the existing space that need to be made?	YES
c. Are additional School Buses needed or any additional Routes needed?	YES

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
COTTONWOOD ELEMENTARY SCHOOL (PK-2)

FOR 2025-2026 BUDGET CONSIDERATIONS

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?	Family Reading Night, Kindergarten Readiness Night
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?	Newsletters, Facebook, Textcaster, Infinite Campus, Email - Yes it is adequate
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Textcaster - Yes it is adequate

PAOLA USD 368
BUILDING NEEDS ASSESSMENT
COTTONWOOD ELEMENTARY SCHOOL (PK-2)

FOR 2025-2026 BUDGET CONSIDERATIONS

SECTION 8: School Data	
a. Building Attendance Rate	95.7%
b. Building Chronic Absenteeism Rate	4.7%
c. District Chronic Absenteeism Rate	15.47%
d. District Graduation Rate	98%
e. District Dropout Rate	0.2%

SECTION 8: High School Needs (Grades 9-12 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?	Social and emotional regulation and chronic absenteeism

2024-2025 Board of Education State Assessments Review for 2025-2026 Budget Considerations

District: 368 Paola *State Assessment Data for 2024-2025 Will Not Be Available Until Fall 2025*

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 *Michelle Latt* Date 6-9-25

School	Grades Served	(A)	Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Comments
Cottonwood	Prek-2		Social Emotional Wellness, School Readiness, Chronic Absences, ContinuedStaff Development on Science of Reading, Time for Collaboration, Data Analysis, Additional Staff (Student Services Coordinator/Instructional Coach), Recruitment of Highly Qualified Staff,	Increased wages to stay competitive to recruit and retain high quality staff, maintain budget to continue to update curriculum to meet changing needs, professional development in the Science of Reading, LETRS Training	Prek-2 students do not participate in State Assessments	LETRS training, Continue partnership with The Reading League, Continue partnership with ELC, High Quality Curriculum Materials, Continue training on the Science of Reading, Standards Alignment, Collaboration and data review
Sunflower	3-5		Social Emotional Wellness, Chronic Absences, Recuritment and Retention of Highly Qualified Staff, Time for Collaboration and Data Analysis, Additonal Staff (Student Services Coordinator/Instructional Coach), Continued Staff Development in the Science of Reading,	Increased wages to stay competitive to recruit and retain high quality staff, maintain budget to continue to update curriculum to meet changing needs, professional development in the Science of Reading, LETRS Training	When public education is fully funded according to both state and federal statutes/guidelines for the entirety of all students' educational career prek-12. Yearly progress	LETRS training, Continue partnership with The Reading League, Continue partnership with ELC, High quality curriculum materials, Continue training on the Science of Reading, Standards Alignment, Training and use of interim assessments in reading and math, Training in Fastbridge math, Collaboration and data review
Paola Middle	6-8		Social Emotional Wellness, Chronic Absences, Students understanding the relevance of the information being taught, Recuritment and Retention of Highly Qualified Staff, Time for Collaboration and Data Analysis, Professional Development in Balanced Assessments, Curriculum Alignment, Professional Learning Communities, 21st Teaching Strategies for Generation Alpha, Additional Staff (Social Worker/Student Services Counselor), Review Building Schedule	Increased wages to stay competitive to recruit and retain high quality staff, maintain budget to continue to update curriculum to meet changing needs, professional development, purchase additional intervention programs for MTSS	When public education is fully funded according to both state and federal statutes/guidelines for the entirety of all students' educational career prek-12. Yearly progress	LETRS training, Collaboration and data review, Consistent use of local assessments specifically Fastbridge math, Training in Fastbrige, Standards alignmnet, develop common assessments, High quality instructional materials, Social Worker, Dedicated PLC times, Interim and Mini assessments
Paola High	9-12		Social Emotional Wellness, Chronic Absences, Students understanding the relevance of the informaiton being taught, Recruitment and Retention of Highly Qualified Staff, Professional Development in Curriculum Mapping, Time for Staff to Analyze Data and Collaborate, Additional Staff (Social Worker and Interventionist)	Increased wages to stay competitive to recruit and retain high quality staff, maintain budget to continue to update curriculum to meet changing needs, professional development	When public education is fully funded according to both state and federal statutes/guidelines for the entirety of all students' educational career prek-12. Yearly progress	LETRS training, Collaboration and data review, Consistent use of local assessments specifically Fastbridge math, Training in Fastbrige, Standards alignmnet, develop common assessments, High quality instructional materials, Social Worker, Dedicated PLC times, Interim and Mini assessments

2024-2025 Building Needs Assessment & Annual State Assessment Update

Demographics

Demographic	Cottonwood	Sunflower	PMS	PHS
Headcount	383	369	413	576
Percent of Students with an IEP	33%	19.78%	14.04%	17.30%
Percent of ELL Students	2.6%	1.62%	<1%	0.1%
Percent of At-Risk (Free Lunch)	37%	30.34%	33.33%	24.7%

Demographics

Demographic	Cottonwood	Sunflower	PMS	PHS
Attendance	95.7%	93.5%	94.6%	94.6%
Chronic Absenteeism	4.7%	19.0%	11.9%	14.40%
Graduation Rate				98%
Dropout Rate				0.2%

2023-2024
Percentage of Students in Each Performance Level by Grade
English Language Arts

2024 English Grade	Level 1	Level 2	Level 3	Level 4	Percent at 3-4
3	29	29	28	14	42%
4	6	38	41	14	55%
5	16	31	37	16	53%
6	29	31	35	5	40%
7	29	40	25	6	31%
8	23	45	29	3	32%
10	22	44	30	4	34%

2023-2024
Percentage of Students in Each Performance Level by Grade
Mathematics

2024 Math Grade	Level 1	Level 2	Level 3	Level 4	Percent at 3-4
3	15	35	37	13	50%
4	3	46	34	17	51%
5	19	36	27	18	45%
6	28	41	25	6	31%
7	16	58	23	3	26%
8	25	38	34	4	38%
10	38	44	15	3	18%

Barriers Identified

Chronic Absenteeism

Recruitment and Retention of Highly Qualified Staff

Standards Alignment* (KESA Goal)

Professional Development* (KESA Goal)

Dedicated Time for Data Review & Professional Learning Communities

High Quality Intervention Materials & Training

Social and Emotional Needs
◦ Self Regulation, Self Efficacy, Conflict Resolution, Establishing Positive Relationships, Making Responsible Decisions, Relevance

Resources & Actions

LETRS Training

District Professional Learning Committee* KESA Goal

Standards Alignment* KESA Goal

Partnership with Elizabeth Layton Center

Developing Common Assessments

Training and Use of Interim Assessments

Consistent Use of Assessments K-12

Partnership with The Reading League

Partnership with Cultivate Education

Curriculum Review and High Quality Instructional Materials