USD 204 Test Scores

3rd Grade Reading
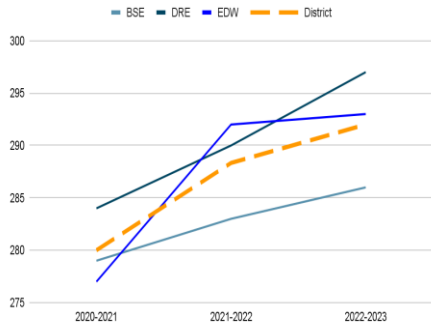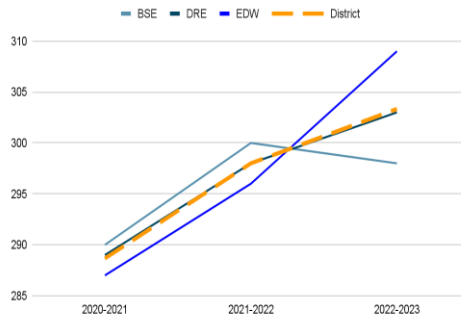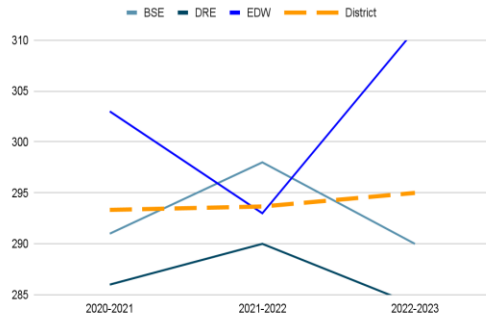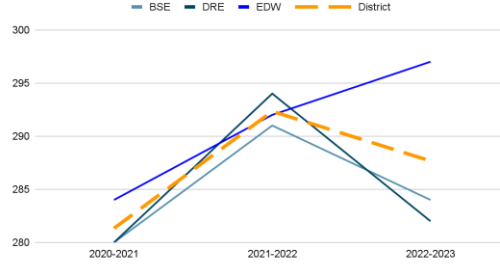
BSE — DRE — EDW — District

3rd Grade Math

BSE — DRE — EDW — District

4th Grade Reading

BSE — DRE — EDW — District

4th Grade Math

BSE — DRE — EDW — District

5th Grade Reading

BSE — DRE — EDW — District

5th Grade Math

BSE — DRE — EDW — District

Secondary Reading

6th Grade — 7th Grade — 8th Grade — 10th Grade

Secondary Math

6th Grade — 7th Grade — 8th Grade — 10th Grade
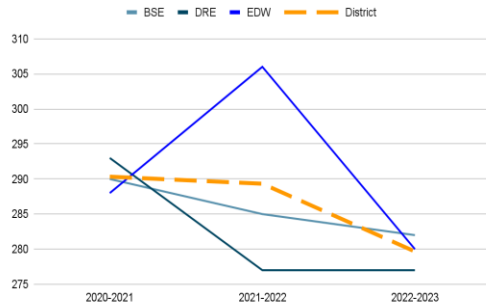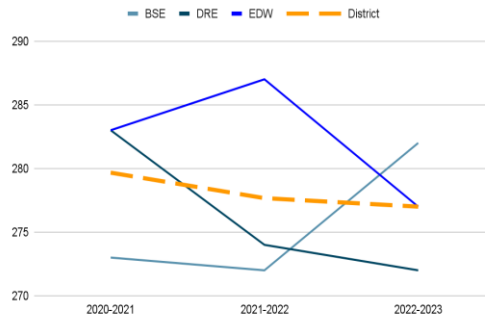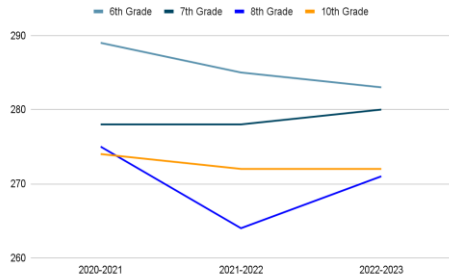
USD 204 Needs Assessment Building

Bonner Springs Elementary School

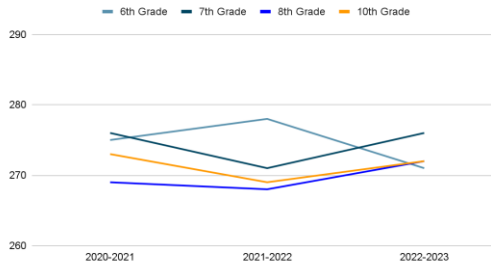1. Are all teachers licensed, highly qualified and properly assigned? Yes
2. Do teachers and students have sufficient access to a variety of technology? Yes
3. Is staff properly trained to incorporate technology into the classroom? Yes
4. What staff development is provided for teachers to support student achievement and meet the goals of the attendance center?
   a. District-aligned Staff PD, Engagement, PLCs, Data-Driven Instruction
   b. Curriculum training, Vertical team planning, Leader In Me - focusing on academics as well as social emotional skills, PLC looking at data, and Pop-up PD
5. What staff development is necessary for teachers to implement research based instructional strategies/programs to facilitate student learning?
   a. Lesson Planning Staff PD, Instructional PD, Continued Engagement PD, Speaking & Listening
   b. Training on how to use the curriculum, effective strategies to help enhance learning in the classroom, behavior training, Continued professional development around the science of learning and student engagement strategies
6. Is the curriculum aligned with the state standards? Yes
7. What extended learning opportunities are provided?
   a. Academic Wednesdays
   b. Students use chrome books that correspond with the different curriculum. Other programs are used to provide practice and learning opportunities
8. What technology is being used to support the curriculum?
   a. Online Textbooks & Programs, Variety of Apps
   b. Students use chrome books that correspond with the different curriculum. Other programs are used to provide practice and learning opportunities
9. What parental involvement opportunities so you currently offer?
   a. Site Council, Band Booster Club, IEP Involvement, Parent-Teacher Conferences
   b. Volunteers at parties and field trips. Family events, music programs, One book One school -the activity provided family and individual participation, continued communication from teachers, site council
10. How exactly do you want your parent to be involved in the school such as greater attendance, greater committee involvement, etc.?
    a. Parents of At-Risk Students Attending Parent-Teacher Conferences, Greater Attendance
    b. Participation in survey responses, increase the help with PTO, Events during the day where parents can share their talents - Career fair week
11. What types of communication exists with parents and community?
    a. Email, School Social Media Pages, District Newsletter, Phone Calls
    b. Facebook, emails, teachers use daily/weekly communication (written and technology), monthly newsletters from school and district,
12. Is there adequate space for student learning? Yes
13. What is the Student Headcount? 339
14. What is the percentage of students with an active IEP? 20%
15. What is the number of students who are classified economically disadvantaged based on their lunch status? 152

16. What is the number of Teachers assigned to your building? 35

Identifying Barriers

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

17. There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact our School District include:
    - Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
    - High percentage/number of free and reduced students and increased poverty rate
    - High percentage of EL students receiving ESL/ESOL supports and services
    - Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
    - Declining enrollment that reduces funding and access to additional services and supports for students
    - Lack of or limited access to quality Pre-K education
    - Special Education funding shortfall has limited supports of our highest need students
    - Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions
    - High levels or an increase in absenteeism among our student population
    - High levels or an increase in absenteeism among our student population
    - An increasing level of social emotional challenges and needs of students
    - Lack of, limited, or difficulties in engaging parents in the educational process
    - We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant

Identify the budget actions that should be taken to address and remove those barriers

18. Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:
    - Increased salary to recruit and retain high quality certified and classified staff
    - Additional staff members hired to meet the individual learning and SEL needs of all students
    - Increased funding and time for staff development
    - Additional substitute teachers for teacher release time
    - Increase paraeducator support in special education classrooms
    - Maintain low teacher/pupil ratio for greater individualized instruction
    - Additional ESOL teaching staff for bilingual students
    - Increase funding for Pre-K programs

- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

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

19. We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an effect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

USD 204 Needs Assessment:

Delaware Elementary School

1. Are all teachers licensed, highly qualified and properly assigned? Yes
2. Do teachers and students have sufficient access to a variety of technology? Yes
3. Is staff properly trained to incorporate technology into the classroom? Yes
4. What staff development is provided for teachers to support student achievement and meet the goals of the attendance center?
    a. Staff development in USD 204 is an ongoing and continuous process. Each year staff members complete a survey asking them what kind of staff development they feel is necessary for their student's growth and their growth as an instructor
5. What staff development is necessary for teachers to implement research based instructional strategies/programs to facilitate student learning?
    a. * DRE has a building leadership team that builds the professional development for their building a year in advance.
    b. * DRE teachers participate in weekly/biweekly PLCs that are specific to either their building needs and/or themselves to establish quality instruction and learning that is engaging for students.
    c. * DRE teachers will participate in a book study to deepen their knowledge and improve their teaching practices. (Aug 2023)
    d. * LTR Training and professional development on the Structure of Reading for staff
    e. * Support staff training on instructional strategies.
6. Is the curriculum aligned with the state standards? Yes
7. What extended learning opportunities are provided?
    a. Extended learning opportunities at DRE include T-Town (After School Tutoring - 2 times a week), Tier 2 and Tier 3 instruction, Work Study - an opportunity for students that are missing work or failing to get assistance after school).
8. What technology is being used to support the curriculum?
    a. Chromebooks, robotics, and a variety of education based programs to help with math and reading.
9. What parental involvement opportunities so you currently offer?
    a. * Supply Drop Off Night
    b. * Back to School Nights
    c. * Family Nights Provided by PTO: Art Night, Family Dance Night, Foam Party, Skate Nights, Back to School Bash, Chili Cookoff and Game Night
    d. * Each Grade Level has a Presentation of Learning that Includes a musical performance.
    e. * Grandparent Tea
    f. * Donuts with Grown ups
    g. * Helping Hands - Father figures come and help with lunch and visit with students.
    h. * Kindergarten Celebration
    i. * PreK Celebration
    j. * 5th Grade Celebration
    k. * Holiday Parties
    l. * Field Day Activities
    m. * Field Trip Sponsors

10. How exactly do you want your parent to be involved in the school such as greater attendance, greater committee involvement, etc.?
    a. We have a lot of opportunities at DRE for parents to be involved. We would like to see more parents involved in PTO and other volunteering opportunities.
11. What types of communication exists with parents and community?
    a. * Teachers send out weekly newsletters
    b. * Principal sends out a quarterly newsletter
    c. * PTO provides information to families through teacher newsletters.
    d. * Facebook
    e. * Skyward messages
12. Is there adequate space for student learning? Yes
13. What is the Student Headcount? 382
14. What is the percentage of students with an active IEP? 7-10%
15. What is the number of students who are classified economically disadvantaged based on their lunch status? 131
16. What is the number of Teachers assigned to your building? 31

Identifying Barriers

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

17. There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact our School District include:
    - Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
    - Declining enrollment that reduces funding and access to additional services and supports for students
    - Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
    - Lack of or limited access to quality Pre-K education
    - Special Education funding shortfall has limited supports of our highest need students
    - Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
    - An increasing level of social emotional challenges and needs of students
    - It is difficult to encourage a student's highest performance on an assessment that does not impact their future
    - We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
    - We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant

Identify the budget actions that should be taken to address and remove those barriers

18. Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

- Increased salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Increased funding to expand extended school year and summer school programs for students
- Maintain low teacher/pupil ratio for greater individualized instruction
- Additional ESOL teaching staff for bilingual students
- Increase funding for Pre-K programs
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

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

19. We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an effect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

USD 204 Needs Assessment:

Edwardsville Elementary School

1. Are all teachers licensed, highly qualified and properly assigned? Yes
2. Do teachers and students have sufficient access to a variety of technology? Yes
3. Is staff properly trained to incorporate technology into the classroom? Yes
4. What staff development is provided for teachers to support student achievement and meet the goals of the attendance center?
   a. Weekly IC PLC meeting to discuss science of reading and engagement strategies
   b. 1 time per quarter technology PLC PD to incorporate technology to engage to students
   c. Kagan Strategies
   d. Conscious Discipline modules
   e. Panorama PD
   f. Mandatory Trainings for student safety, ESI, etc.
   g. Using data to build effective small groups
5. What staff development is necessary for teachers to implement research based instructional strategies/programs to facilitate student learning?
   a. Continued Science of Reading strategies, tier 2 and tier 3 intervention tools and resources
   b. Use of manipulatives to solve problems
   c. Depths of Knowledge
   d. Effective Tier 1 instructional strategies
6. Is the curriculum aligned with the state standards? Yes
7. What extended learning opportunities are provided?
   a. STEM activities, coding
8. What technology is being used to support the curriculum?
   a. Chromebooks and Robots and Online learning programs
9. What parental involvement opportunities so you currently offer?
   a. Volunteers for in class parties and activities
   b. Chaperones for field trips
   c. Student Led Conferences
   d. Academic Family Night
   e. Donuts with Grownups
   f. Book fair
   g. Community Meetings
   h. PTO BINGO Night
   i. Back to School Night
   j. Celebrations of Learning Easter Egg
   k. Event Field Day
   l. Site Council
   m. Monthly grade level newsletters to share curriculum information
   n. Monthly Reading Logs
10. How exactly do you want your parent to be involved in the school such as greater attendance, greater committee involvement, etc.?
    a. Next year, I would like to hold families more accountable and have them commit to certain things by presenting options and the materials for opportunities to have

curriculum in the home that are relevant and engaging throughout the year instead of during one Academic Family Night
   b. More hands-on approach so parents can support work teachers are doing during the day
   c. Conscious Discipline Modules for families in need of skills at home
11. What types of communication exists with parents and community?
   a. Daily Take Home Folders - all notices, flyers, etc. will be in this folder.
   b. The district communication piece,
   c. The Brave Bulletin, is sent each Friday and will contain a Principal Newsletter.
   d. The link to my newsletter will also be texted to families from our communication's director.
   e. Classroom Newsletters will be used to communicate curriculum updates for each grade level on at least a monthly basis.
   f. Text Alerts (only gets sent to Family #1 number as listed in Skyward and only if you provide a cell number)
   g. Facebook
   h. Grades / Report Cards (accessible online via Skyward and sent home at fall conference times and at the end of each quarter)
   i. Phone Calls
   j. Email
   k. Positive Postcards (sent via mail)
   l. Building Marquee (signage located at the south end of the front parking lot)
12. Is there adequate space for student learning? Yes
13. What is the Student Headcount? 341
14. What is the percentage of students with an active IEP? 15%
15. What is the number of students who are classified economically disadvantaged based on their lunch status? 62%
16. What is the number of Teachers assigned to your building? 28

Identifying Barriers

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

17. There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact our School District include:
   - Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
   - High percentage/number of free and reduced students and increased poverty rate
   - Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
   - Declining enrollment that reduces funding and access to additional services and supports for students
   - Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
   - Lack of or limited access to quality Pre-K education

- Special Education funding shortfall has limited supports of our highest need students
- Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High numbers or increasing numbers of single parent families
- High levels or an increase in absenteeism among our student population
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year
- It is difficult to encourage a student's highest performance on an assessment that does not impact their future
- Lack of, limited, or difficulties in engaging parents in the educational process
- Diminishing local control limits our ability to provides supports and services specific to our student and community population
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant

Identify the budget actions that should be taken to address and remove those barriers

18. Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:
    - Increased salary to recruit and retain high quality certified and classified staff
    - Additional staff members hired to meet the individual learning and SEL needs of all students
    - Increased funding and time for staff development
    - Additional substitute teachers for teacher release time
    - Increase paraeducator support in special education classrooms
    - Increased funding to expand extended school year and summer school programs for students
    - Maintain low teacher/pupil ratio for greater individualized instruction
    - Additional ESOL teaching staff for bilingual students
    - Increase funding for Pre-K programs
    - Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

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

19. We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an effect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

USD 204 Needs Assessment:

Clark Middle School

1. Are all teachers licensed, highly qualified and properly assigned? Yes
2. Do teachers and students have sufficient access to a variety of technology? Yes
3. Is staff properly trained to incorporate technology into the classroom? Yes
4. What staff development is provided for teachers to support student achievement and meet the goals of the attendance center?
   a. Greenbush PD;
   b. Outside Conferences that align with KESA goals;
   c. PLC PD 5 days a week;
   d. SIT collaboration;
   e. Vertical Collaboration 6-12th
5. What staff development is necessary for teachers to implement research based instructional strategies/programs to facilitate student learning?
   a. Tier Support breakdown;
   b. iReady Math and iReady Reading;
   c. Greenbush PD SEL;
   d. Content Specific PD
6. Is the curriculum aligned with the state standards? Yes
7. What extended learning opportunities are provided?
   a. Academic Focus (Tiered Instruction-Gifted Education-ESOL);
   b. Afterschool Tutoring;
   c. ESY (SPED)
8. What technology is being used to support the curriculum?
   a. iReady Math & Reading;
   b. No Red Ink;
   c. Generation Genius;
   d. Online Textbooks; Quill;
   e. Destiny Discover;
   f. Panorama; Xello;
   g. One to One Chromebooks
9. What parental involvement opportunities so you currently offer?
   a. Volunteers;
   b. Parent Site Council
10. How exactly do you want your parent to be involved in the school such as greater attendance, greater committee involvement, etc.?
    a. Greater involvement with academic support
11. What types of communication exists with parents and community?
    a. Braves Newsletter-weekly;
    b. Weekly Advisory emails;
    c. Tomahawk Talk;
    d. Updated calendar on the webpage of current activities;
    e. social media accounts;
    f. Skyward;
    g. Parent Conferences
12. Is there adequate space for student learning? Yes

13. What is the Student Headcount? 572
14. What is the percentage of students with an active IEP? 15%
15. What is the number of students who are classified economically disadvantaged based on their lunch status?267
16. What is the number of Teachers assigned to your building?52

Identifying Barriers

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

17. There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact our School District include:
    - Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
    - High percentage/number of free and reduced students and increased poverty rate
    - Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
    - Declining enrollment that reduces funding and access to additional services and supports for students
    - Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions
    - Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
    - High numbers or increasing numbers of single parent families
    - High levels or an increase in absenteeism among our student population
    - High levels or an increase in absenteeism among our student population
    - An increasing level of social emotional challenges and needs of students
    - High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year
    - It is difficult to encourage a student's highest performance on an assessment that does not impact their future
    - Lack of, limited, or difficulties in engaging parents in the educational process
    - We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
    - We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant

Identify the budget actions that should be taken to address and remove those barriers

18. Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

- Increased salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Maintain low teacher/pupil ratio for greater individualized instruction
- Additional ESOL teaching staff for bilingual students
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

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

19. We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an effect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency

- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

USD 204 Needs Assessment:

Bonner Springs High School

1. Are all teachers licensed, highly qualified and properly assigned? Yes
2. Do teachers and students have sufficient access to a variety of technology? Yes
3. Is staff properly trained to incorporate technology into the classroom? Yes
4. What staff development is provided for teachers to support student achievement and meet the goals of the attendance center?
   a. Outside Professional Development Opportunities that align with KESA Goals
   b. Daily PLCs focused on Data Analysis, Department and Building Needs, Student Engagement, and Lesson Planning
   c. Development of a SIT Team
   d. Department Alignment and Collaboration 6-12
   e. Teacher Goal Setting and Progress Monitoring
5. What staff development is necessary for teachers to implement research based instructional strategies/programs to facilitate student learning?
   a. Continued PD on Engagement, Instruction, Planning, and Quality Instruction
   b. iReady Training for Implementation at the High School Level
   c. Content-Specific Professional Development
   d. Continued PD on Data Analysis and Using Data to Plan Instruction
   e. Assessment for Learning and Quality Feedback for Students/Instruction
   f. Expansion of PLC
6. Is the curriculum aligned with the state standards? Yes
7. What extended learning opportunities are provided?
   a. Trainings with the experts associated with the curriculum, staff have organized pop pd to provide support for teachers, book study groups, and summer curriculum work.
   b. Academic Wednesdays, Differentiated Instruction, After School Tutoring Opportunities,
8. What technology is being used to support the curriculum?
   a. Implentation of iReady Math and Reading at the High School Level, Quill, Online and Consumable Textbooks, Panorama, Xello,
9. What parental involvement opportunities so you currently offer?
   a. Site Council, Back to School Night and Parent-Teacher Conference Opportunities, Parent Education Nights (when offered), Sporting Events and Activities, Theater/Play Attendance, Commencement Exercises, Parent Surveys, and Social Media Publications
10. How exactly do you want your parent to be involved in the school such as greater attendance, greater committee involvement, etc.?
    a. Increased parental participation at conferences, whether virtually or in person.
    b. Better attendance of Site Council Meetings.
    c. Increased Academic Support
11. What types of communication exists with parents and community?
    a. Newsletters mailed home, Teacher emails, TeePee Talk, Facebook/X/Social Media Communication, Skyward Communication and Emails, Phone Communication, Online Communication
12. Is there adequate space for student learning? Yes

13. What is the Student Headcount? 757
14. What is the percentage of students with an active IEP?19.6%
15. What is the number of students who are classified economically disadvantaged based on their lunch status? 398
16. What is the number of Teachers assigned to your building? 61

Identifying Barriers

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

17. There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact our School District include:
    - Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
    - High percentage/number of free and reduced students and increased poverty rate
    - High percentage of EL students receiving ESL/ESOL supports and services
    - Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
    - Declining enrollment that reduces funding and access to additional services and supports for students
    - Special Education funding shortfall has limited supports of our highest need students
    - Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions
    - High numbers or increasing numbers of single parent families
    - High levels or an increase in absenteeism among our student population
    - High levels or an increase in absenteeism among our student population
    - An increasing level of social emotional challenges and needs of students
    - High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year
    - We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant

Identify the budget actions that should be taken to address and remove those barriers

18. Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:
    - Increased salary to recruit and retain high quality certified and classified staff
    - Additional staff members hired to meet the individual learning and SEL needs of all students
    - Increased funding and time for staff development

- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Maintain low teacher/pupil ratio for greater individualized instruction
- Additional ESOL teaching staff for bilingual students
- Increase funding for Pre-K programs
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

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

19. We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an effect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

USD 204 Needs Assessment:

Bonner Springs High School

1. Are all teachers licensed, highly qualified and properly assigned?
2. Do teachers and students have sufficient access to a variety of technology?
3. Is staff properly trained to incorporate technology into the classroom?
4. What staff development is provided for teachers to support student achievement and meet the goals of the attendance center?
5. What staff development is necessary for teachers to implement research based instructional strategies/programs to facilitate student learning?
6. Is the curriculum aligned with the state standards?
7. What extended learning opportunities are provided?
8. What technology is being used to support the curriculum?
9. What parental involvement opportunities so you currently offer?
10. How exactly do you want your parent to be involved in the school such as greater attendance, greater committee involvement, etc.?
11. What types of communication exists with parents and community?
12. Is there adequate space for student learning?
13. What is the Student Headcount?
14. What is the percentage of students with an active IEP?
15. What is the number of students who are classified economically disadvantaged based on their lunch status?
16. What is the number of Teachers assigned to your building?

Identifying Barriers

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

17. There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact our School District include:
    - Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
    - High percentage/number of free and reduced students and increased poverty rate
    - High percentage of EL students receiving ESL/ESOL supports and services
    - Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
    - High or increased levels of homeless students and families and foster care families
    - Declining enrollment that reduces funding and access to additional services and supports for students
    - Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
    - Lack of or limited access to quality Pre-K education

- Special Education funding shortfall has limited supports of our highest need students
- Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High numbers or increasing numbers of single parent families
- High levels or an increase in absenteeism among our student population
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year
- It is difficult to encourage a student's highest performance on an assessment that does not impact their future
- Lack of, limited, or difficulties in engaging parents in the educational process
- Diminishing local control limits our ability to provides supports and services specific to our student and community population
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant

Identify the budget actions that should be taken to address and remove those barriers

18. Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:
    - Increased salary to recruit and retain high quality certified and classified staff
    - Additional staff members hired to meet the individual learning and SEL needs of all students
    - Increased funding and time for staff development
    - Additional substitute teachers for teacher release time
    - Increase paraeducator support in special education classrooms
    - Increased funding to expand extended school year and summer school programs for students
    - Maintain low teacher/pupil ratio for greater individualized instruction
    - Additional ESOL teaching staff for bilingual students
    - Increase funding for Pre-K programs
    - Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

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

19. We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

    - Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
    - The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an effect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria
    - Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
    - While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
    - Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
    - Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

USD 204 Needs Assessment:

District Wide

1. Are all teachers licensed, highly qualified and properly assigned? Yes
2. Do teachers and students have sufficient access to a variety of technology? Yes
3. Is staff properly trained to incorporate technology into the classroom? Yes
4. What staff development is provided for teachers to support student achievement and meet the goals of the attendance center?
    a. Implementation and data usage of new district benchmark assessment tool (iReady), Structured Literacy, Diversity Equity and Inclusion, revisions on district adopted pacing and curriculum guides, student engagement instructional strategies and how to incorporate them into instruction, vertical alignment, LETRS for a cohort of teachers, adaptive schools training for district leadership team (who will then pass along information through building leadership teams), instructional coach individualized training, creation of district goals and walkthrough tool, and alignment of common expectations and behavior management for students.
5. What staff development is necessary for teachers to implement research based instructional strategies/programs to facilitate student learning?
    a. Professional development focused on student engagement strategies that are aligned PK-12, how to analyze student data to create instructional plans for students, how to incorporate structured literacy across content areas, scope and sequence of learning district-level initiatives, and time to implement in daily plans through a continuous improvement process.
6. Is the curriculum aligned with the state standards? Yes
7. What extended learning opportunities are provided?
    a. In grades K-5, students meet in small groups, based on skill across the grade level, to receive support in both math and reading. Skill-based instruction is provided by classroom teachers and instructional aides.
    b. In grades 6-12, the instructional coaches and classroom teachers work with students in small groups. The students are divided into groups based on need. Supports are provided from Tier 3 to enrichment levels to work on specific skills students need.
    c. The district has credit recovery classes to help students who have not passed all classes required for graduation that provides extra time and supports to successfully pass the class and earn the credit. The district has a virtual school option for students in grades 7-12
    d. Students, who are receiving Tier 3 interventions, are monitored weekly for progress, while students in Tier 2 are monitored monthly for progress throughout the school year.
    e. Extended school year and afterschool.
8. What technology is being used to support the curriculum?
    a. Tablets at the K-2 level, Chromebooks at the 3-12 level
    b. Technological software resources:
    c. iReady
    d. IXL
    e. Google Classroom/Suites

      f. Clever
      g. Saavas Learning Platform with Pearson
      h. Houghton Mifflin Harcourt for Into Reading
      i. Seesaw
      j. Teacher your monster
      k. Epic
      l. Flipgrid
      m. Book Creator
      n. Quill
      o. Edgenuity
      p. Splash Learn
      q. Blooket
      r. Nearpod
      s. Generation Genius
      t. Labster
      u. Mystery Science

9. What parental involvement opportunities so you currently offer?
   a. The district offers many opportunities for parents to be involved in the education of their child. School and district events allow us to welcome families into the building and engage with them in person. Elementary Parent Teacher Organizations give parents an opportunity to volunteer and be involved throughout the school year. Classroom and school trip volunteers are sought out, allowing parents to attend special events, parties and educational activities. Finally, site councils at the school and district levels bring parents together with staff and community to engage in conversations about educational initiatives, student support, and progress across the district.

10. How exactly do you want your parent to be involved in the school such as greater attendance, greater committee involvement, etc.?
    a. Greater parental involvement often leads to more successful students. Our classroom teachers, administrators and building staff work to form relationships with families to encourage involvement. By establishing these relationships, we have the opportunity to discuss important issues such as attendance and student progress. School and district event attendance is also a great indicator of an involved parent and has a positive impact on the overall learning community. This is one way in which we hope to bring families together, and encourage attendance at these events as often as possible.

11. What types of communication exists with parents and community?
    a. At the district and building levels, efforts are made to communicate with families and the community through a multitude of channels. A weekly e-newsletter is distributed to all families, staff and community subscribers to keep stakeholders apprised of events, important district information and community resources. Individual classroom and building updates also go out to families on a regular schedule. Across the district, we are also using social media to connect with families and our community to share stude success stories, classroom activities, and ways to be involved.

12. Is there adequate space for student learning? Yes

13. What is the Student Headcount? 2416

14. What is the percentage of students with an active IEP? 18%

15. What is the number of students who are classified economically disadvantaged based on their lunch status? 42%
16. What is the number of Teachers assigned to the district? 223

Identifying Barriers

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    - High percentage/number of free and reduced students and increased poverty rate
    - Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
    - Declining enrollment that reduces funding and access to additional services and supports for students
    - Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
    - Lack of or limited access to quality Pre-K education
    - Special Education funding shortfall has limited supports of our highest need students
    - Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
    - High levels or an increase in absenteeism among our student population
    - An increasing level of social emotional challenges and needs of students
    - High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year
    - It is difficult to encourage a student's highest performance on an assessment that does not impact their future
    - Lack of, limited, or difficulties in engaging parents in the educational process
    - Diminishing local control limits our ability to provides supports and services specific to our student and community population
    - We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant

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- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
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