

**2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations**

<b>District:</b> USD 475 Geary County Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Eisenhower Elem	7598	PK-5

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

SECTION 1: Student Needs		Notes
a. Student Headcount	330	
b. Percentage of students with an active IEP	22%	Includes District Specialized Program (22) IEP's (51)
c. Percentage of students enrolled in English Language Learner (ELL) services	9%	29 Students
d. Percentage of students identified as At-Risk (Free lunch)?	53%	167 students not including PreK (##)
e. Pupil-Teacher Ratio Average	21 to 1	District Specialized Program 7:1
f. Pupil-Teacher Ratio Median	22 to 1	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	Resources are available to support students in Foster Care.
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	Higher #'s in Tier 3 for math/reading for Black/African American; More males identified in SPED; Females scoring lower in math in general than males
i. Is there a tiered system of support to target reading growth?	Yes	Tier 2/3 tutoring/small group instruction (MTSS)
j. Is there a tiered system of support to target math growth?	Yes	Tier 2/3 tutoring/small group instruction (MTSS)
k. Are there local assessments to measure reading growth?	Yes	Universal screenings/Fastbridge/QFA
l. Are there local assessments to measure math growth?	Yes	Universal screenings/Fastbridge/Ready
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	After school program 1st-5th grade 4x Weekly serving approximately 28 students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	MTSS groups, before/after school programming, SIT	Buildingwide Goal Setting in ELA, Math, SEL and Attendance
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Math and ELA data walls for domain standards and methods for progress monitoring	
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
a. How is social/emotional growth being measured?	SEL growth is measured using a variety of resources- Social Emotional Character Standards	Standards Based Grading, Skyward Referrals, Attendance, Universal Screening (Fastbridge), Sabres
b. What are the targets/goals related to social/emotional growth?	District and School Strategic Plan Goals	Self-Awareness, Identifying Emotions, Impulse Control, Work Ethic, Respect, Communication, Teamwork, Identifying and Solving Problems (Kindergarten SE Standards)
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Kinder Screener done in August	Age 5 on or before August 31
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Determined in August	Count to 10, Follow two step directions, Write/Spell name, Independent personal care (buttons, pants, zips jacket), Know colors and basic shapes
e. How are successes of Individual Plans of Study being measured?	N/A	Screeners and informative assessment data
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?	SOAR Tickets which emphasize positive character traits	Social Emotional Lessons, leadership opportunities within the school, community partnerships/activities during the school year, Kagan strategies, collaborative group work, student council Kids Heart Challenge
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Students are provided After School Program opportunities 4 days per week as well as 4 week Summer School opportunities	Fastbridge data is used, more after school teachers are needed on a consistent basis to better the after school program
b. Are there appropriate and adequate instructional materials?	No	Appropriate instructional materials are provided for Reading (Wonders), Math (Ready), SEL (Second Step), and Science (Foss). Social Studies Curriculum is needed for grades K-5th grade.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Students are provided with opportunities to utilize technology daily as well as utilize a variety of technologies in their learning, document cameras need to be replaced (these are no longer under the district technology budget, it falls under our building budget)
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	n/a	
c. Is every child in your school provided at least the following capacities?	n/a	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	n/a	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	n/a	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	n/a	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	n/a	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	n/a	
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.	n/a	
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.	n/a	
SECTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	No	Yes, there is a certified teacher present for each classroom. In the future, consideration for additional special education staff (teacher and support personnel) may need to be evaluated to ensure that appropriate student support is provided. Currently there are two classified positions open.
b. How many classified support staff are currently employed?	40	
c. How many classified support staff are needed?	41+	In order to provide maximum support for students, additional paraeducators and classroom aid numbers should be evaluated.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Behavior, MTSS implementation (consistent across grade levels), Social Emotional	SSM - skills for dealing with SPED identified students,
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No	Due to classroom sizes, it may be necessary to consider adding additional classroom spaces for student learning. We need more space for tutoring and small groups.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	*We do not have a secured entrance which is a significant safety concern. *The recess doors that face south are a slamming hazards in high winds. *Carpet on the walls next to classroom doors is outdated. *If we updated cubics, classroom could have more usable space for student bodies. *The staff needs a larger teacher workspace/eating place to fit the amount of staff. *The crosswalks are not visible and that is dangerous. *The fence is not completely finished
c. Are additional School Buses needed or any additional Routes needed?	yes	Some students are on the bus for too long-this is especially true for many students who have IEP's
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	yes	Staff and students engage in a variety of after school events such as meet and greet, orientation, parent/teacher conferences in fall and spring, math night, literacy night, music programs, and various PTA/school events.
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	yes	During math and literacy nights, instruction is provided to caregivers on concepts and skills in core subject areas
c. Do you have an active Site Council?	yes	Meetings held 4 times per year
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	yes	We need to promote increased parent leadership through communication of support needed as well as building leadership capacity in others
e. What types of communication exists with families? Is it adequate?	yes it is adequate	phone, text, email, class Dojo, face to face, newsletter, translation, papers going home, Facebook page, School/District website
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Class Dojo, District/School website	yes it is adequate
SECTION 8: School Data		Notes
a. Building Attendance Rate	92.9%	2021-2022 Building Attendance Rate 93.11%, District Attendance Rate 91.34% - PowerBI Teacher/Caseload Attendance
b. Building Chronic Absenteeism Rate	20.3%	Information from Power BI
c. District Chronic Absenteeism Rate		2021-2022 District Chronic Absenteeism Rate 29.5% 2,445/8,299 - PowerBI District Overview Attendance
d. District Graduation Rate	89.3%	2020 Graduation Rate 84.7%, 2021 Graduation Rate 84.7%, 2022 Graduation Rate 88.1% - KSDE State Report Card <a href="https://ksreportcard.ksde.org/grad.aspx?org_no=DD475&amp;reportType=2">https://ksreportcard.ksde.org/grad.aspx?org_no=DD475&amp;reportType=2</a>
e. District Dropout Rate	2.0%	2021 Drop Out Rate 1.7% (State 1.7%), 2022 Drop Out Rate 2% (State 1.4%) State Report Card - <a href="https://ksreportcard.ksde.org/dropout.aspx?org_no=DD475&amp;reportType=2">https://ksreportcard.ksde.org/dropout.aspx?org_no=DD475&amp;reportType=2</a>
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	n/a	
b. What is our building dropout rate?	n/a	
c. What is our average comprehensive ACT score?	n/a	
SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Behavior that negatively impacts learners	Social Emotional learning and continued professional development in techniques and structures to support students is necessary
1. Can these be achieved with additional resources?	Yes	Identification of resources to fit needs should be analyzed
2. Why or why not?	Student learning	SEL curriculum & Love and Logic strategies
b. Additional building unique items:		

Sec. 8. On and after July 1, 2021, K.S.A. 72-1163 is hereby amended to read as follows: 72-1163. (a) Each year the board of education of a school district shall conduct an assessment of the educational needs of each attendance center in the district. Information obtained from such needs assessment shall be used by the board when preparing the budget of the school district to ensure improvement in student academic performance. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to K.S.A. 79-2926, and amendments thereto.