

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

<b>District:</b> USD 475 - Geary County Schools	<b>Bldg #</b>	<b>Grades Served:</b> K-5
<b>School:</b> Grandview Elementary	7592	

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

SECTION 1: Student Needs		Notes
a. Student Headcount	91	
b. Percentage of students with an active IEP	18.68%	
c. Percentage of students enrolled in English Language Learner (ELL) services	10.98%	
d. Percentage of students identified as At-Risk (Free lunch)?	76.25%	
e. Pupil-Teacher Ratio Average	14.2	
f. Pupil-Teacher Ratio Median	14.5	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	McKinney-Vento Coordinator and Nurse can help locate community resources, United Way donates supplies, utilize Counselor/Social Worker to help these students adjust.
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	Small-group instruction, tutoring, SIT, Reading MTSS "WIN Time", Quarterly Data meetings, Focus Meetings
j. Is there a tiered system of support to target math growth?	Yes	Small-group instruction, tutoring, SIT, Math MTSS, Quarterly Data meetings, Focus Meetings
k. Are there local assessments to measure reading growth?	Yes	FastBridge Universal Screener, 95% Group Phonics Screening Inventory, Heggerty Phonemic Awareness Assessments, Wonders Quarterly Formative Assessments, Interims (3-5)
l. Are there local assessments to measure math growth?	Yes	FastBridge Universal Screener, iReady Diagnostic Assessment, iReady Grade Level Math Assessments, Interims (3-5)
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	There is At-Risk and ESSER funding for before/after school tutoring. We have 21st Century Grant for our After School Program and afternoon Summer School. We also house our own district summer school (morning and afternoon programs).
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	2 Interims for Grades 4 and 5, 1 Interim for 3rd Grade	3rd Grade had technical errors at the state level. Next year, the plan is to take all interims that are offered as long as we do not have errors loading students into the system. Next year, we'd also like to incorporate more standard review in our PLC meetings, focusing on a weak standard identified through interims or the past year's KAP performance, and focus on that standard K-5 to improve our teaching/foundational learning.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Not yet	Plan to take all interim opportunities and analyze data next year to drive instruction. Plan to develop better structures for our data wall and data meetings to move from data admiring/justifying into data analysis and problem-solving. This structure will also support our conversations in PLC meetings. We will work on goal-setting for individual students based on past state assessment performance and current assessment scores.
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?	SAEBRS, SAEBRS data reflection meetings, discipline referral data, attendance data, BAIT Meetings	
b. What are the targets/goals related to social/emotional growth?	Implement Second Step consistently at the Tier 1 level. Discuss Behavior data quarterly and try to get students into Tier 1 through interventions. More clarity on weekly targets related to Second Step and focusing on those together as building. Refocusing on our School Guidelines for success and school motto. Working on a better systems for referring students to receive gen. ed. counseling services.	Motto: Gators believe with EFFORT we succeed, whatever it takes! Guidelines for Success: E-Empathy, F-Focus, F-Flexibility, O-Optimism, R-Respect, T-Teamwork
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ for parents, Kindergarten screener for students, transition meetings for identified ECC students	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Increased access to Early Childhood Education, increased parent education on what EC opportunities are available and what milestones children should be hitting before entering Kindergarten.	
e. How are successes of Individual Plans of Study being measured?	N/A	N/A
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	N/A
g. How are you ensuring students are civically engaged?	Student Council, Gator Jobs Meaningful Work Program, Earth Day Clean Up, Kansas Day, Constitution Day	We will create a Civic Engagement Committee next year that will work to provide more opportunities for our students.
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	21st Century Grant After School and Summer School Programs, On-site District Summer School Program (all day)	
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	Students have computers/tablets. Classroom equipped with Smart TVs (all except Music Room - which the Tech department is aware and working to get us a new display).
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?		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes and No	I believe we need to do more to boost our vocabulary instruction. Many students come in with limited language proficiency (due to lack of exposure or English is their second language). Vocabulary instruction will be a focus this school year in our PLC meetings.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	No	Limited social studies resources. District has selected a curriculum for next year (TCI) which will likely improve their knowledge.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	No	Limited social studies resources. District has selected a curriculum for next year (TCI) which will likely improve their understanding.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Second Step, PE and Human Health and Sexuality Lessons, Snap-Ed wellness lessons for particular grade levels and After School Program.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	No	Limited exposure to the arts in elementary school.
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?	Yes	Title money is used to ensure one classroom teacher per grade level, as well as to hire additional tutors.
b. How many classified support staff are currently employed?	11	
c. How many classified support staff are needed?	11	

This is template only and may be edited as USDs board of education sees fit. USD may use a needs assessment they have already been using, but should make sure the light green/blue cells are included (per K.S.A. 72-1163). The light pink/red cells are highly suggested to be included, but are not required by statute.

A needs assessment for each attendance center within the USD needs to be completed by the USD leadership and board of education and posted on the USDs website; a copy should also be available at the USDs administrative offices.

Light yellow cells are intended to be filled in.

Use steps below to copy this tab in order to create a separate needs assessment for other buildings (screenshots to right):

1. Right click this tab at the bottom of the Excel window (originally named "Bldg 1 Needs Assessment", but may have been renamed).
2. Click "Move or Copy..."
3. Check "Create a Copy" box.
4. Select this tab (originally named "Bldg 1 Needs Assessment", but may have been renamed) in order to place the copy to the left of this tab.
5. Click OK and the new tab will appear, ready to edit.
6. Right-click the new tab & Click "Rename" to edit the name.

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.

d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Grandview does not always have all of these personnel, it depends on the year and the funding available. Last year, Grandview had a full time librarian, and a full time counselor. This year, those positions were cut. We added a full time nurse (licensed RN) funded partially out of ESSER and a COVID grant. Our Librarian became a half time position (not appropriately licensed, filled by our instructional coach). Our instructional coach is a half-time position. Our Social Worker is part time special education and part time serves as an at-risk counselor when not working with identified students (.25 each position). Part time speech (.2), part time ELL (.5). School psych joins by appointment only. The biggest challenge was the shared position of Librarian and Instructional Coach.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Instructional Coach gets Professional Development Monthly, Ad Council Meetings, Elementary Principal Meetings, National Conferences, Professional Development Meetings
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	FOSS training, TCI Training, Ongoing PD as we work to revamp our PBIS systems and PLCs	
<b>SECTION 6: Facility Needs</b>		<b>Notes</b>
a. Is there adequate space for student learning?	Yes	We have enough classrooms - however our common spaces (gym/cafeteria) could be larger to accommodate larger groups of students, all staff meetings, parent events, or other gatherings. Could also be equipped with a stage and/or audio visual system for performances.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Entry door badge readers are in need of replacement, gym/cafeteria/kitchen needs several improvements (not enough space or storage, audio system, projector system, stage, etc.). Exterior cameras and intercoms need repairs. Additional fencing requested. Cosmetic issues with paint and cabinetry/furniture.
c. Are additional School Buses needed or any additional Routes needed?	Yes	We would like to fill our classroom with more students. Our median class size of 14.5 was less students than we would like to serve. We believe our school has a capacity closer to 120 students (this year we hovered around 85 most of the year). Our bus picks up from Geary Estates only, and could potentially grab kids from eastern Geary County. I also wonder about how to capture more students through the transfer process (either local students attending GV rather than transferring, or capturing more transfers).
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	Yes	Grandview reopened to parents and families this school year. We had some excellent turn outs at our Parent Orientations, our Music/PE programs, and our other family 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?	Parent Orientation Hours	Our Parent Orientation Hours are designed to give parents/caregivers the information they need to help their child be successful. However, we would like to incorporate some "make and take" style learning games for our future family night(s).
c. Do you have an active Site Council?	Yes	Limited parent involvement, typically only one or two parents would attend. Staff members were also on the team. Plans are being made to boost participation and add additional community partners for the coming school year.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No	Site Council is our main organization for parents. However, this is a goal moving forward. Our Booster Club is a staff only organization.
e. What types of communication exists with families? Is it adequate?	Newsletters, School Facebook Page, Class Dojo, Text Messaging, Emails, Phone Calls, Marquee, Skyward emails, School Messenger	Yes, 100% PTC attendance in the Fall and 98% in the Spring. Parent events are well attended. Parents are actively engaging with social media posts. Working on ways to track engagement with School Messenger as our parent survey indicated Text Messaging was the best form of communication for them.
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Skyward, School Messenger	Yes, our Web Editor does an amazing job of posting fun things going on at school as well as important information on our GV Facebook page. Skyward is our grade reporting system and allows for emails to go out systemwide. School Messenger was a new text/email alert system for this year. I believe this was an underutilized opportunity and we will improve our use of this system next year.
<b>SECTION 8: School Data</b>		<b>Notes</b>
a. Building Attendance Rate	87.9%	
b. Building Chronic Absenteeism Rate	12.1%	
c. District Chronic Absenteeism Rate		
d. District Graduation Rate		
e. District Dropout Rate		
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>		<b>Notes</b>
a. What is our building graduation rate?		
b. What is our building dropout rate?		
c. What is our average comprehensive ACT score?		
<b>SECTION 9: Other Data</b>		<b>Notes</b>
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Attendance/Tardiness, Chronic Absenteeism, Low SES, Trauma/Mental Health Needs, Lack of Early Childhood Educational Experiences.	
1. Can these be achieved with additional resources?	Partially - Transportation provided when needed, food provided when needed, readily available community resources, mental health resources lacking, parent education lacking	Food 4 Kids program is helpful (weekend food bags), McKinney-Vento has helped with transportation when a student qualifies for that service. When a student is not afforded additional resources under McKinney-Vento, transportation can remain an ongoing issue that leads to chronic absenteeism. Community partners like the United Way, the ICARE Organization, Legacy Church, and others have contributed supplies, coats, books, socks, underwear, and more to our students. We have excellent support in that way. Our community mental health resources are limited, which provides a challenge for families seeking outside services. new Early Childhood Center will help families immensely. How can we ensure our families know about the opportunities available in our community? I would also like to see our district Parents as Teacher program take off to continue to educate families on how to help their child become Kindergarten ready.
2. Why or why not?		
b. Additional building unique items:		