

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

District: USD 475 Geary County Schools	Bldg #	Grades Served:
School: Milford Elementay	7624	K-5

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

SECTION 1: Student Needs		Notes
a. Student Headcount	84	Data from KSDE Building Principal's Report 9/20/22
b. Percentage of students with an active IEP	19.00%	Data from KSDE Building Principal's Report 9/20/22
c. Percentage of students enrolled in English Language Learner (ELL) services	1.00%	Data from KSDE Building Principal's Report 9/20/22
d. Percentage of students identified as At-Risk (Free lunch)?	37.00%	Free and Reduced equals 45%. Data from KSDE Building Principal's Report 9/20/22
e. Pupil-Teacher Ratio Average	16.8 to 1	Data from KSDE Building Principal's Report 9/20/22
f. Pupil-Teacher Ratio Median	16 to 1	Data from KSDE Building Principal's Report 9/20/22
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	N/A	No current foster kids. Services for past students and families provided.
h. Are there gaps in student success among race/ethnicity student subgroups?	No	With a small school population we have subgroups that are less than 10. Each student is monitored individually. KAP data does not show a gap. Data from KSDE AMOSS System
i. Is there a tiered system of support to target reading growth?	Yes	MTSS reading schoolwide 30 minutes daily.
j. Is there a tiered system of support to target math growth?	Yes	MTSS math 30 minutes daily.
k. Are there local assessments to measure reading growth?	Yes	Fastbridge, 95% Group Phonics Screener, Wonders
l. Are there local assessments to measure math growth?	Yes	iReady, Fastbridge
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	21st Century After School Program, ELOs - Enhanced Learning Opportunities, Fieldtrips, STARBASE
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	ELA MTSS Walk to Intervention in place daily 30 minutes, Math MTSS 30 minutes per day in grade level small groups, Individual or small group tutoring for those most at-risk. Individual student conference and goal setting with principal and academic coach.	95% Group materials used to screen students in basic and advanced phonics and multisyllabic words, progress monitoring occurs every 3 weeks and new groups formed based on individual needs. iReady diagnostic is used to pinpoint gaps and iReady My Path used for individualized instruction during small groups and individualized tutoring sessions.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Students in levels 1 and 2 are receiving additional time outside core instruction during MTSS and for Tier 3 students an additional tutoring time is set. Tier 3 SPED students receive additional time.
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?	Fastbridge SAEBRS	Attendance/Discipline is also monitored by monthly BLT and Behavior Intervention Team meetings as well as discussions during PLCs. We are also monitoring our subgroups.
b. What are the targets/goals related to social/emotional growth?	Have 80% or more of students in the low risk category of SAEBRS.	Moving students to low risk by using our school counselor/social worker, Second Step curriculum, SIT (individualized behavior plans for students in Tier 2 & 3)
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Age 5 on or before September 1st. Data from ASQ and Kindergarten transition meetings held at the start of the school year.	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Have 100% of incoming kindergartener parents/guardians complete the ASQ and attend kindergarten transition meetings. BLT and Kindergarten teacher analyze data from ASQ and transition meetings to determine individual needs.	ASQ and Transition meetings are held at the beginning of the school year. Kindergarten students are also part of our after school program and have a scheduled academic tutoring time to work on individual needs.

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.



- 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.

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?	StuCo, activities including the community such as Freedom Walk, recycling program, fire safety, food drives, Veteran's Day celebration, Meaningful Student Jobs, etc. Collaboration with community organizations such as Lion's Club and 21st Century partnerships.	Our goal is to continue to maintain the expectations for the Civic Advocacy Award through KSDE each year. We received the award initially in 2022-23.
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	After school program through 21st century grant, summer school AM is academically focuses and PM is focused on extended learning opportunities through 21st Century.	
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	We have adequate technology building wide.
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218) (High School Only)		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?	We do not have a certified teacher at each grade level.	We have created a schedule that allows for all students access to a certified teacher at their grade level in all content areas.
b. How many classified support staff are currently employed?	6	4 paraprofessionals, 2 full time teacher aides
c. How many classified support staff are needed?	6 and 1/2	4 paraprofessionals, 2 full time teacher aides, 1/2 time library clerk
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Counselor/Social Worker - 2 days weekly, nurse - full time, librarian - 1/2 time, instructional coach - 1/2 time	We would like a full time counselor to meet emotional and behavioral needs of students daily.

e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Learning opportunities occur during Wednesday meetings as well as PLC time. The BLT (Principal, Academic Coach and Team Leader) support, plan and facilitate learning opportunities. We also call on experts in other schools and at the District when needed based on building/teacher needs.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Continued professional develop with new curriculums and refresher courses.	2023-2024 Building Staff PD Needs Survey identified the following topics for 2023-2024: Engagement Strategies, Small Group Instruction, Positive Behavior Supports, MTSS, Content

SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	
c. Are additional School Buses needed or any additional Routes needed?	No	

SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Examples: Parent Orientation, Bingo for Books, School Carnival, PTO, Site Council, Friendship Feast, Breakout Nights, Math Night, Parent Teacher Conferences, Book Fairs, etc.
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Yes	Parent Orientations, Math & Reading Nights, <i>Tips, Tricks and Treats Night</i> , 21st Century Parent training events
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	PTO
e. What types of communication exists with families? Is it adequate?	Types of communication that exist: email, text, Facebook, Schoology, Newsletters, Calendars, Flyers, Inperson communication at pickup and drop off, Positive parent calls. Yes, it is adequate.	
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Schoology, School & City Marquee	

SECTION 8: School Data		Notes
a. Building Attendance Rate	92.7%	Review and follow Building Attendance Plan. Data from PowerBi June 2023
b. Building Chronic Absenteeism Rate	18.9%	Review and follow Building Attendance Plan. Data from PowerBi June 2023
c. District Chronic Absenteeism Rate	27.8%	From District Accountability Report 2021-2022
d. District Graduation Rate	82.3%	From District Accountability Report 2021-2022
e. District Dropout Rate	2.0%	From District Accountability Report 2021-2022

SECTION 8A: High School Needs (buildings with grades 10 through 12 only) Don't Do		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?	Keeping building numbers up so that we can have a teacher per grade level.	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	Additional resource to guarantee a teacher at every grade level would provide consistency.	
b. Additional building unique items:	None	

