

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

|                              |                    |                             |
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| <b>District:</b> USD 475     | <b>Bldg #</b> 7593 | <b>Grades Served:</b> Pre-5 |
| <b>School:</b> Spring Valley |                    |                             |

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

| <b>SECTION 1: Student Needs</b>  |  | <b>Notes</b>  |
|--|--|---|
| a. Student Headcount   | 363  |   |
| b. Percentage of students with an active IEP   | 18.15%   |   |
| c. Percentage of students enrolled in English Language Learner (ELL) services  | 8.26%  |   |
| d. Percentage of students identified as At-Risk (Free lunch)?  | 32.36%   |   |
| e. Pupil-Teacher Ratio Average   | 21-1   |   |
| f. Pupil-Teacher Ratio Median  | 21.0   |   |
| g. Are the needs of Foster Care Students being met? If no, what supports are needed?   | Yes  |   |
| h. Are there gaps in student success among race/ethnicity student subgroups?   | Yes  |   |
| i. Is there a tiered system of support to target reading growth?   | Yes  |   |
| j. Is there a tiered system of support to target math growth?  | Yes  |   |
| k. Are there local assessments to measure reading growth?  | Yes  | Fastbridge  |
| l. Are there local assessments to measure math growth?   | Yes  | Fastbridge  |
| m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?   | Yes  | Tutoring  |
| n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?   |  | We are utilizing MTSS and small group learning. We are utilizing MTSS and small group learning. Students are practicing test taking strategies and setting goals. Book Buddies create posters or cards to provide encouragement for students testing. We have a school theme and incentives for students.                               |
| o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?  | Yes  |   |
| <b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>   |  | <b>Notes</b>  |
| a. How is social/emotional growth being measured?  | The Attendance/Conduct Leadership Team reviews data from attendance and discipline reports, as well as Tier 3 behavior support plans monthly.  |   |
| b. What are the targets/goals related to social/emotional growth?  | The goal is to decrease referrals for Level 3 and Level 4 of behavior. Another goal is to increase the number of students attending 95% of the school year by addressing the attendance and social needs of students.  | We will begin teaching the Second Step curriculum for social emotional learning during the 2022-23 school year.   |
| c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)   | Students will demonstrate independence in age-appropriate life skills and fine and gross motor skills. Students will be able to identify and recognize their name, follow one-step directions, and identify emotions.  | The State of Kansas requires parents to complete the ASQ for their child by September 20 of the kindergarten calendar year.   |
| d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)   | The goal is for students to interact appropriately with peers. Academically, students will be able to identify 13 letter names and 10 sounds, count to 30, identify numbers 0-10, and label 2 and 3-D shapes. Students will be able to use classroom and household tools independently and accurately and use locomotor skills with control and balance. |   |
| 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?  | Providing our students opportunities to be involved in activities that better the community. (Earth Day Tree Planting with Michelin, Salvation Army Bell Ringers, etc)   | We plan to bring back Student Council and will be adding elementary National Honor Society.   |
| <b>SECTION 3: Curriculum Needs</b>   |  | <b>Notes</b>  |
| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?  | Summer School is offered by USD 475 and there is an Afterschool Program offered at Spring Valley.  | We will have an After School Program for the 2022-23 school year with a focus on academic assistance/tutoring and extended opportunities to pursue interests  |
| b. Are there appropriate and adequate instructional materials?   | Teachers have a multitude of curricular resources, technology, consumable print resources, text books, and manipulatives to instruct students to meet state standards.   | We will pilot a Social Studies curriculum the 2022-23 school year.  |
| c. Is current technology appropriate? If no, what technology is needed to support the curriculum?  | The technology to support student learning is appropriate.   | Additional training may be beneficial to fully incorporate the many technological resources into the classroom. The district offers a variety of learning opportunities for teachers to learn to incorporate technology into lessons.   |
| <b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>  |  | <b>Notes</b>  |
| 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)  | NA   |   |
| c. Is every child in your school provided at least the following capacities?   | NA   |   |
| 1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.   | NA   |   |
| 2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.  | NA   |   |
| 3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.   | NA   |   |
| 4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.   | NA   |   |
| 5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.  | NA   |   |
| 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.   | NA   |   |
| 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.  | NA   |   |
| <b>SECTION 5: Staff Needs</b>  |  | <b>Notes</b>  |
| 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  | We had the amount of staff needed to contain an educator in each classroom during the 2022-2023 school year.  |
| b. How many classified support staff are currently employed?   | Approximately 29   |   |
| c. How many classified support staff are needed?   | 2 positions  | We currently have two para educator positions to fill.  |
| 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  | Our building leadership is very knowledgeable and can assist us with our needs.   |
| f. What staff development is necessary for teachers to support student success and meet the school improvement goals?  | Staff would benefit from continuing staff development in the areas of Reading, Math, Science/Social Studies and the Social Emotional needs of students.  |   |
| <b>SECTION 6: Facility Needs</b>   |  | <b>Notes</b>  |
| 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?   | Yes  | Our facility was built in 2007 and needs regular maintenance and preventive maintenance to serve our students and staff.  |
| c. Are additional School Buses needed or any additional Routes needed?   | No   | We have students that do not fall within the bus eligibility guidelines that would benefit from busing. Receiving transportation would help decrease absenteeism and students arriving late, as well as, increase student safety.   |
| <b>SECTION 7: Family Needs/Community Relations</b>   |  | <b>Notes</b>  |
| a. Do you have regular events to engage parents with teachers?   | Yes  | We have Open House, Orientation, Freedom Walk, Grade Level Quarterly Recognition Ceremonies, Parade of Costumes, Turkey Bingo, All School Music Concert, Family Fun and Fitness Night, Book Fair, Parent Teacher Conferences, Wildcat Fun Day, and the Talent Show. We hope to return to Family Movie Night and the Holiday Sing-Along. |

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.

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| 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? | The district provided parents with Parent University. Our Orientation Night provided parents with how to access information pertaining to their students class and assistance that they could use with their students.  |  |
| c. Do you have an active Site Council?  | Yes   | The SV Site Council meets four times throughout the school year.   |
| d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?  | Yes   | The SV Booster Club meets monthly in our school library. This club plan events for kids and families, such as Turkey Bingo and Movie Night. They also held fundraisers for the school's therapy dog. |
| e. What types of communication exists with families? Is it adequate?  | A weekly communication to parents is emailed from the principal each Friday (Parent Wildcat Weekly) and posted on Facebook. We also have a monthly school newsletter and classroom communications through Bloomz and Skyward. The staff at Spring Valley make regular phone calls and send emails to our parents/guardians and hold in person meetings. We also hold, in-person, parent teacher conferences during the 1st and 3rd quarters. Yes. |  |
| f. What types of communication/social media exists with your community? Is it adequate?   | Spring Valley has a Facebook page where news and updates are posted daily. We also have a school Twitter account. Our soon-to-be therapy dog, Winston, has an Instagram account, as well. We have an animated sign in front of our school which is kept updated with information about school events.   |  |
| <b>SECTION 8: School Data</b>   |   | <b>Notes</b>   |
| a. Building Attendance Rate   | Tier 1-47.76%, Tier 2-37.95%, Tier 3-14.29%   |  |
| b. Building Chronic Absenteeism Rate  | Tier 3 (14.29%)   |  |
| c. District Chronic Absenteeism Rate  | Tier 3 attendance 25.37% (2453/8327 students)   |  |
| d. District Graduation Rate   | Current 4 year graduation rate is 84.7%   |  |
| 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   | N/A   |  |
| b. What is our building dropout rate?   | N/A   |  |
| c. What is our average comprehensive ACT score?   | N/A   |  |
| <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?  | We have seen an increase in student behaviors and a need for increased social-emotional support. We are also facing the barrier of not being able to fill district approved positions due to the shortage of applicants.  |  |
| 1. Can these be achieved with additional resources?   | Yes   | It may be beneficial for support staff retention to offer them the opportunity to split their pay over 12 months, or offer summer work opportunities.  |
| 2. Why or why not?  | If we can continue to maintain and fill the current support positions we have, teachers will be provided support to maintain a classroom environment conducive to learning. Continued training and resources for teachers will help provide them the tools they need to support students.   |  |
| b. Additional building unique items:  | n/a   |  |
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