

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: USD 475	Bldg #	Grades Served:
School: Ware Elementary	0630	PreK - 5th Grade

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

SECTION 1: Student Needs		Notes
a. Student Headcount		677
b. Percentage of students with an active IEP		18.00%
c. Percentage of students enrolled in English Language Learner (ELL) services		8.50%
d. Percentage of students identified as At-Risk (Free lunch)?		39.00%
e. Pupil-Teacher Ratio Average		20 pupils to 1 teacher
f. Pupil-Teacher Ratio Median		19 pupils to 1 teacher
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Between School Behavioral Health (partnership with Irwin Army Community Hospital), Counseling, and Special Education Social Work most emotional and mental health needs are being met. However, additional support may be needed as students needs continue to increase. We will continue to bridge the gap in communication between homeroom teachers & Block Activity Time (PE, Music, Computer, Library) teachers and our partnership with outside services & in school services for specific student needs. We encourage families to ask for help and connect them with district, military and other community resources. McKinney-Vento Coordinator can help locate resources, United Way donates supplies, as well as provide professional development for staff on the basics of serving students in foster care situations. Provide better communication to classroom teacher during foster care situation- what is appropriate to share out, who needs to know, provide a 1-pager share sheet. When a student re-enters back into the home life, what will teachers need to look for and how to support the student.	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes.	We are prioritizing: Increase diversity within the library collection, Involve families outside of school hours, providing chances to engage with students and teachers, Family engagement nights to share resources, Talk with ELL coordinator about inclusive practices, Read to students about diversity/equity, Equity over equality, Celebrating and recognizing different history or awareness months, Individual reflection; hosting a multicultural night, Refresher of strategies, ELL and SPED strategies taught at PD, Classrooms/building celebrate differences of ethnicity. (P.E. games, Different styles of music, sharing cultures within the classroom, books to read, etc.). One way we have done this is through Read Across America week where we focus on many different cultures through reading and activities. Student diversity needs to be reflected in the staff and adult population in the building, such as an inclusive, multicultural event that represents current student population. We do think that one of Ware's strengths is the way we incorporate and accommodate students with IEPs (open use of calm cave and sensory breaks, staff is approachable and understanding of kids with communication or social needs). We are providing translations to home language, need more literature in the library to represent diverse groups. High expectations for all students. The goal of our ELL and general education teachers, and ELL instructional assistants is to help close the gaps and increase students educational

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.

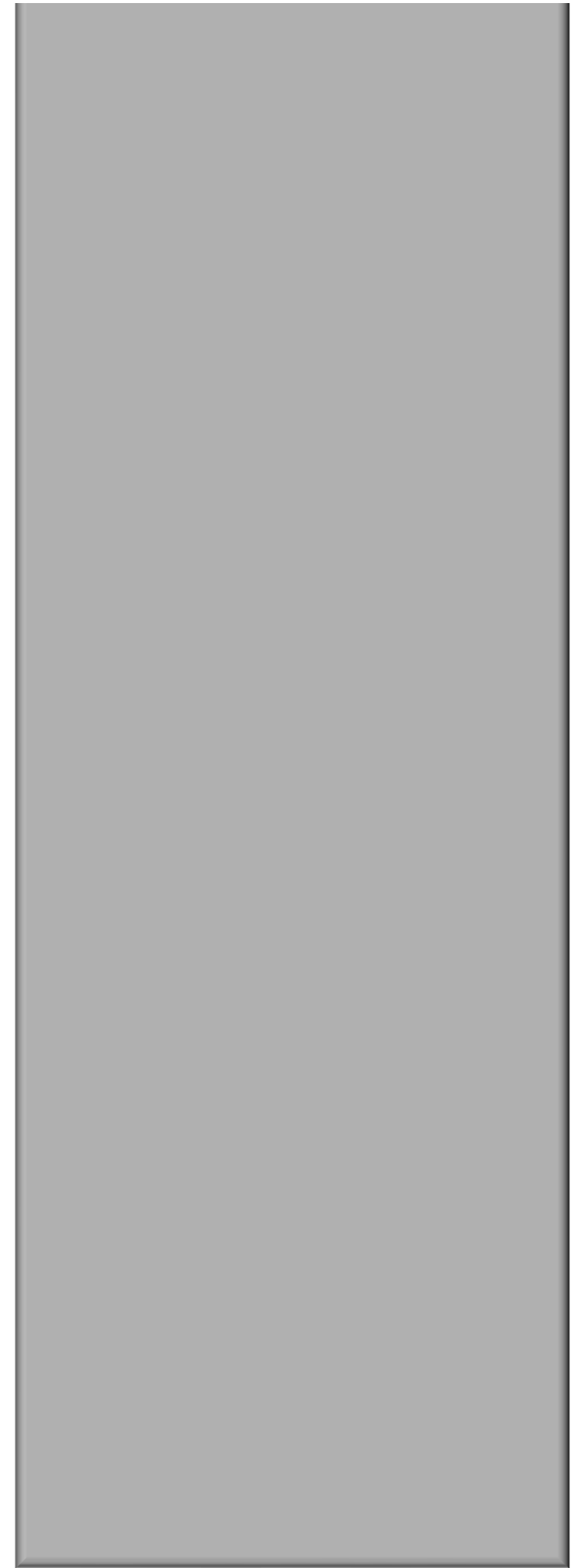
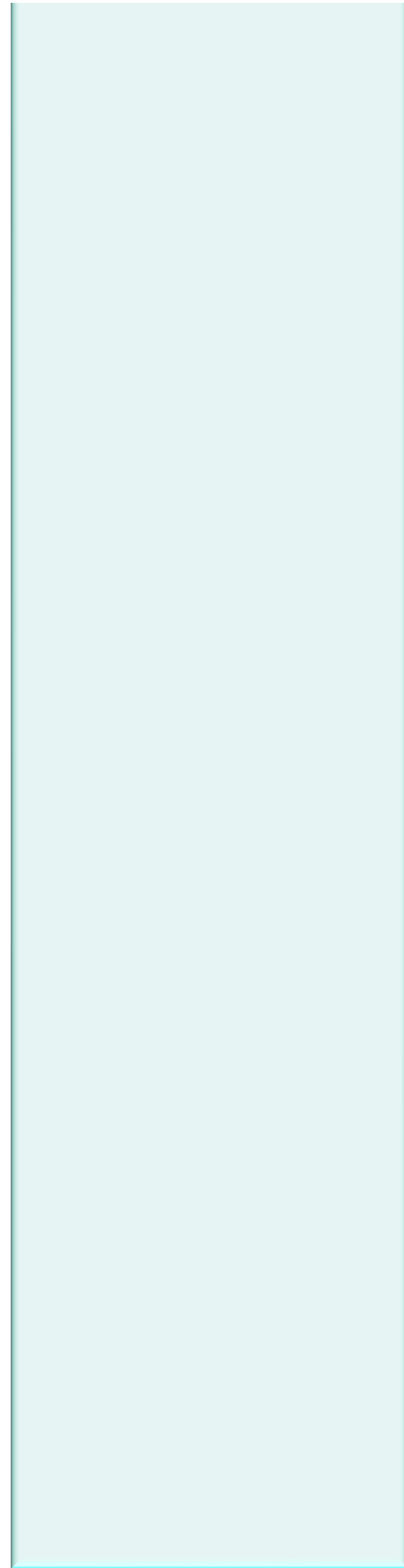
A needs assessment for each attendance center within the USD needs to be completed by the USD leadership and board of education and posted on the USDs website; a copy should also be available at the USDs administrative offices.

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.

i. Is there a tiered system of support to target reading growth?	Yes	More tutors/aides would be helpful to facilitate small group instruction effectively. We are supporting students growth through meaningful activities and instruction in all tiers during MTSS. We have MTSS paperwork (templates for Tier 2/3 forms), a detailed flow chart of the MTSS process and pre-planned resources for standards in each grade level. An MTSS Coach to help teachers implement and prepare for their MTSS time to help with paperwork, centers, etc. would be incredibly valuable. MTSS resources are available on Schoology. Teachers are always looking for ways to collaborate in order to meet the needs of their students during the allotted time for planning. Combining SPED pullout with Gen Ed MTSS time so students don't miss other instructional time.
j. Is there a tiered system of support to target math growth?	Yes	More tutors/aides would be helpful to facilitate small group instruction effectively. We are supporting students growth through meaningful activities and instruction in all tiers during MTSS. We have MTSS paperwork (templates for Tier 2/3 forms), a detailed flow chart of the MTSS process and pre-planned resources for standards in each grade level. An MTSS Coach to help teachers implement and prepare for their MTSS time to help with paperwork, centers, etc. would be incredibly valuable. Teachers are always looking for ways to collaborate in order to meet the needs of their students during the allotted time for planning and pulling resources from other grade levels to assist with their MTSS.
k. Are there local assessments to measure reading growth?	Yes	FastBridge Screener and Progress Monitoring, Wonders quarterly assessments and progress monitoring, 95% Group and PSI.
l. Are there local assessments to measure math growth?	Yes	FastBridge, iReady diagnostic and unit assessments
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Tutors are available during the school day. Summer School and 'camps'- style engagement through our 21st century program. Fort Riley/military offers free tutoring services for families. Military Family Life Counselor services are available as well.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	For our ELA and Math Multi-tiered System of Support we will use a walk-to-intervention model which allows students to travel to other classrooms opening up the number of options available. This will support students in Tiers 1, 2 and 3 and we work to provide all students the level of support they need to grow and excel. Identifying standards and creating short cycle assessments to see the growth of students.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Every student is expected to make at least one year's growth from where they start in August.
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?	Grade banded standards with proficiency scales for 4-3-2-1, SAEBRS three times a year	
b. What are the targets/goals related to social/emotional growth?	80% in Tier 1 for our SAEBRS & interventions/support for students in Tiers 2 & 3.	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Preschool, ASQ, traditional meetings with teachers, age cutoff	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	District provides a free early childhood program opportunity for all 4 year olds	
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?	Students are engaged in high-quality academic instruction for a variety of topics throughout the year, including but not limited to Freedom Walk, Constitution Day, utilizing a variety of resources to connect the Bill of Rights to modern day issues and topics. Students in grades four and five have the opportunity to join our Student Council. This is a campaign-type club where they give a speech to their peers and then students cast a vote for their class representatives. Stuco participates in several community service projects throughout the year such as leading our recycling program for the building. Students can participate in Bear Patrol where they take on a meaningful job in the building. Students also participate in a market day where they create and sell items to other students and staff members learning about the economy.	
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	21st Century Community Learning Center, Summer school along with the 21st century program afterwards, After school tutoring, extended school year for special education	
b. Are there appropriate and adequate instructional materials?	Yes	ELA, Math, Social Studies, Science and SEL all have new, research-based curriculums.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes, with minimal support.	Need updated document cameras and smartboards in some classrooms
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.	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?	Yes	
b. How many classified support staff are currently employed?	49	
c. How many classified support staff are needed?	49	This number varies significantly at Ware due to our transient military population and ensuring all students with IEPs and students with ELL needs have the proper level of support identified in their IEPs.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	An additional counselor could be utilized
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?		Multi-Tiered System of Support Walk-to-Intervention Professional Development opportunities
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	Depending on enrollment, we do have some years where we have very little extra space to use for small groups and pull out areas.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Roof is currently being replaced and Kindergarten restrooms need to be updated. ECC classes also need their own restrooms like kindergarten.
c. Are additional School Buses needed or any additional Routes needed?	No	We have the busses but need bus drivers so all students can leave at the same time.
SECTION 7: Family Needs/Community Relations		Notes

a. Do you have regular events to engage parents with teachers?	Yes	Home Visits, Open House, Day in the Life of a Bear, Family Fun and Fitness Night (possibly adding one in the Fall), Grade Level Music Programs, Freedom Walk and Field Day, PTO, Site Council, Book Fair, Attendance activity at Parent Teacher conferences & reward attendance by classroom & Field Trips.
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 University, Parenting 101 with behavioral health	I-ready Family Letter, Curriculum resources for families, Better communication home well in advance of the event when those events are happening
c. Do you have an active Site Council?	Yes	Participation is limited and dwindles as the school year goes on. We need more community members to come to the meetings for input
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	We have parents that run it but they also work at the school. We do have some parents that attend but would love to see more involved
e. What types of communication exists with families? Is it adequate?	Yes, it is adequate as we have multiple platforms communicate with our families and based on feedback from our families they are receiving communication from the school. Class dojo messages, monthly school digital newsletter, Facebook page, twitter, phone calls, Skyward messages, emails and notes home from teachers. We have many ways to communicate with parents and we make sure to translate for all families as needed.	
f. What types of communication/social media exists with your community? Is it adequate?	School Facebook page, Schoolwide ClassDojo and flyers, updated web page through district web page	We need to continue to find ways to get our information out to our community as well, added digital newsletter for parents this year
SECTION 8: School Data		Notes
a. Building Attendance Rate	93.0%	We have an Attendance Committee – office staff, lots of communication with parents to determine why, provide morning support with meaningful jobs (library and ELL), teach kids how to set alarms.
b. Building Chronic Absenteeism Rate	21.0%	This includes Early Childhood-Fifth Grade
c. District Chronic Absenteeism Rate	19.5%	
d. District Graduation Rate	84.70%	
e. District Dropout Rate	1.70%	
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?	We face attendance concerns frequently throughout the year. We are balancing our support of Military Block Leave to visit families with the importance of being at school everyday. This is a barrier that we continue to face every year. There is limited homework to complete (especially without the direct instruction to accompany it during the school day) and the essential instruction takes places here during the school day.	
1. Can these be achieved with additional resources?	Yes.	
2. Why or why not?	Educating families on the importance and impact of attendance would support improvement. In addition to education on this topic, having the military support this initiative would be helpful. We will reach out for resources through the military to help make this happen.	Parent were able to participate in an attendane activity during parent/teacher conferences. Military command is also now providing support with attendance concerns.
b. Additional building unique items:	n/a	