

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

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| District: Geary County Schools USD #475 | Bldg # | Grades Served: |
| School: Washington Elementary | 7612 | Prek-5 |

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

| SECTION 1: Student Needs | | Notes |
|--|---------|---|
| a. Student Headcount | 339 | |
| b. Percentage of students with an active IEP | 26.00% | more in the evaluation stages |
| c. Percentage of students enrolled in English Language Learner (ELL) services | 22.00% | |
| d. Percentage of students identified as At-Risk (Free lunch)? | 99.00% | |
| e. Pupil-Teacher Ratio Average | 20 to 1 | |
| f. Pupil-Teacher Ratio Median | B | |
| g. Are the needs of Foster Care Students being met? If no, what supports are needed? | Yes | Resource closet- with a community partnership, our counselor/social worker makes contact with the family, McKinney Vento is housed in our building for support, foster families are given backpacks/school supplies from the school |
| h. Are there gaps in student success among race/ethnicity student subgroups? | Yes | The goal of our ELL classrooms (K and 1), ELL and general education teachers, and ELL instructional assistants is to help close the gaps and increase students educational success. |
| i. Is there a tiered system of support to target reading growth? | Yes | reading tutoring, data talks for MTSS groups by classroom teacher, small group work, SIT teams |
| j. Is there a tiered system of support to target math growth? | Yes | math tutoring, data talks for MTSS groups by classroom teacher, SIT teams |
| k. Are there local assessments to measure reading growth? | Yes | FastBridge, 95% assessment(PSI), Heggerty assessment |
| 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 | District and grade level field trips, Parent engagement nights (Turkey Bingo, Literacy Night, STEM Night) |
| n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores? | Yes | Focusing in on the Tier 2 and those that are on the cusp of moving to the next higher Tier |
| 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 |

| 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? | Yes | Students are participating in the Second Step program, observations in unstructured settings, Connections program, and Saebbers Assessment three times a year. Also, Teacher observations and incentive charts |
| b. What are the targets/goals related to social/emotional growth? | Yes | Full participation in classroom instruction and school activities, positive relationships with staff and peers, self-esteem. Calm down corner and buddy room |
| c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners) | Yes | All students who are kindergarten-eligible according to their birthday are accepted for enrollment. The only exception are students at the early childhood center whose IEP teams decide on an extra year of preschool, but that is rare. The Geary County Early Childhood Center and Parents as Teachers work toward kindergarten readiness. At our building, the Ages and Stages Questionnaire is administered to parents and teachers interview parents. Potty training is needed again and appropriate social skills. |
| d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners) | Yes | Fine motor skills, social awareness, sharing, conversation skills, taking turns, and self-regulation. Attention span and self-help skills. Gross motor skill ability and ability to attend-show active listening. |
| e. How are successes of Individual Plans of Study being measured? | N/A | Does not apply to our building. |
| f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12) | N/A | Does not apply to our building. |
| g. How are you ensuring students are civically engaged? | Yes | Morning Meetings, Second Step group discussions, Wonders Community Curriculum. Freedom Walk, Special Olympics, Field Day, Turkey Bingo, Fall Fest, STEM Night, Food Drives, Clothing Drives, Caring Closet, Community partnerships with businesses and churches, Monthly recognitions, and Stuff the Bus |

| SECTION 3: Curriculum Needs | | Notes |
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| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? | Yes | 21st Century, Summer School, Tutoring (before, during, after school) |
| b. Are there appropriate and adequate instructional materials? | Yes | Digital and Print Curriculum Materials (iReady, Wonders, 95% Group, NewsELA, Discovery Education, etc.), Manipulatives, Supplemental MTSS Materials |
| c. Is current technology appropriate? If no, what technology is needed to support the curriculum? | Yes | SMART TV, Laptops, iPads, Translators, Digital dictionaries, VRs, EV3s, Ozobots, 3D Printers, Schoology, |

| 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? | | |

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.

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| 1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization. | Yes | Our rigorous curriculum supports our endeavors in this area |
| 2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. | Yes | Students engage in economic, social, political systems, and civics per their grade level curricula. |
| 3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation. | YES | Students engage in economic, social, political systems, and civics per their grade level curricula. |
| 4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness. | YES | We engage students in SEL lessons that are grade and developmentally-appropriate. Physical health is emphasized each day during physical education and classroom activities |
| 5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. | YES | Classroom and Integrated Library lesson and read alouds, as well as access to books and materials that teach historical and cultural information |
| 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. | YES | Students engage in economic, social, political systems, and civics per their grade level curricula. |
| 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. | YES | Students engage in economic, social, political systems, and civics per their grade level curricula. |
| 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 | Each classroom has an adequate and qualified teacher. With numbers, more qualified teachers would meet the needs with more classrooms. |
| b. How many classified support staff are currently employed? | 14 paras 4 TAs | We need more training for these staff members to be able to effectively perform their duties |
| c. How many classified support staff are needed? | Yes | We have an adequate number of paras to support the specially designed instruction for students. |
| d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.? | No | More counselors would benefit the needs of our students. Full-time social worker and behavior consultant is needed. |
| e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers? | Yes | The Principal and Leadership Team engage in district professional development and outside district conferences to bring the latest in best practices to the staff |
| f. What staff development is necessary for teachers to support student success and meet the school improvement goals? | | This year we will add Love and Logic and Kagan strategies to our PD plan to meet the needs of our teachers in increasing student engagement and managing behavior issues. We have New Teacher Training, back-to-school training, and curriculum updates. Professional development in specific areas i.e. classroom management, LETRS, etc. |
| SECTION 6: Facility Needs | | Notes |
| a. Is there adequate space for student learning? | No | Classrooms are small, not enough space for focused small group learning. Some teachers share spaces and some teachers use closets as offices. Some teachers need to use hallway space to work with individual students. |
| b. Are there necessary repairs and/or adjustment to the existing space that need to be made? | Yes | For safety, the third grade doors to the outside need to be fixed to be more secure. They are easily broken or not latched. Walls are not built to hold the weight of SMARTBoards in all classrooms. Walls do not allow for teaching materials to adhere easily. Items put up are always falling down. The classroom doors would not withstand forced entry. Outside fences are easily broken. Students are routinely late due to limited routes and bus drivers. Many drivers need to run multiple routes and delays occur often. Buses are crowded and in need of bus aides to supervise safety issues and monitor behavior. |
| c. Are additional School Buses needed or any additional Routes needed? | Yes | |
| SECTION 7: Family Needs/Community Relations | | Notes |
| a. Do you have regular events to engage parents with teachers? | Yes | Orientation, Turkey Bingo, Parent Teacher conferences, field day, music programs, Donuts with Dads, Muffins with Moms, Kindergarten After School Parent Meetings and Academic Nights |
| 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? | | Open house/ orientation/ parent-teacher meetings, Kindergarten Parent Reading Training, Parent Sign-in guides multilanguage directions, family letters |
| c. Do you have an active Site Council? | Yes | We are working to increase membership and attendance this year... tied in with booster club |
| d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? | Yes | we have a booster club |
| e. | Yes, some ideas we had for the spring was to hold a morning 21st century meeting. Also, to extend the 21st century time from 4 days to 5 days. Continuing to provide in bulding services to our kids. | Class Dojo , Skylert, Skyward messaging systems, emails, calls |
| f. What types of communication/social media exists with your community? Is it adequate? | Yes | Facebook, Instagram, Twitter, emails, written notes sent home in native language, newsletter, Class Dojo |
| SECTION 8: School Data | | Notes |
| a. Building Attendance Rate | 91.5% | Goal to increase to 95% , PRIDE Reward, George visit |
| b. Building Chronic Absenteeism Rate | 34.2% | Taco Tuesday, Random Draw |
| c. District Chronic Absenteeism Rate | | |
| d. District Graduation Rate | 84.7% | |
| e. District Dropout Rate | 1.8% | |
| 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

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| a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues? | Poverty related issues such as: Chronic absenteeism, lack of home resources, teacher experience, and behavior issues. | Students come unprepared for Kindergarten because they have lack of access to a full day preschool program, and an extreme lack of home support for education. Inexperienced teachers and retention/attendance issues. Behaviors are impacting staff and students. |
| 1. Can these be achieved with additional resources? | Yes, some ideas we had for the spring was to hold a morning 21st century meeting. Also, to extend the 21st century time from 4 days to 5 days. Continuing to provide in bulding services to our kids. Additional space for calm down and refocusing rooms. Additional space to meet SPED needs. | PD is planned for all classified staff in de-escalation strategies. Love and Logic and Kagan strategies will also be studied this school yar as a building-wide initiative. |
| 2. Why or why not? | | |
| b. Additional building unique items: | | |
| | Continued ELL classroom and support, 1st & kindergarten, 21st century, Breakfast in the classroom, full time school counselor, monthly parent | Chronic absenteeism and Transportation continue to be problematic for our students. High-poverty |
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