USD 373 Combined Building Needs Assessments
Prepared for the
2024-2025 School Year

NEWTON
PUBLIC SCHOOLS

USD 373 Building Needs Assessment 2024-2025

Table of Contents

USD 373 Building Needs Assessment 2024-2025

Additional Needs: 130

District Formulas for Various Distributions

Building Budget Calculations: Below is an example of building budget calculations for the 2023-2024 school year that will be applied to the 2024-2025 school year.

						$6.00	$6.50	
ENROLLMENTS AND								
BUILDING BUDGET ALLOTMENTS								
2023-2024								
			Average	Projected				
	Oct 5	May 1	Enrollment	Enrollment	Bldg Budget	Teacher	Textbook	
SCHOOL	Enrollment	Enrollment	2022-23	2023-24	Allotment	Allotment	Allotment	
Northridge	166	172	169	174	$9,830	$1,044	$1,131	2000
Slate Creek	190	200	195	200	$11,000	$1,200	$1,300	2000
South Breeze	290	307	298.5	304	$15,680	$1,824	$1,976	2000
Sunset	214	208	211	216	$11,720	$1,296	$1,404	2000
ELEMENTARY	860	887	873.5	894	$48,230	$5,364	$5,811	
SCHOOL								

USD 373 Building Needs Assessment 2024-2025

Santa Fe (5-6)	427	426	426.5	432	$25,920		$2,808
Chisholm (7-8)	471	460	465.5	471	$28,260		$3,062
GRADES 5-8	898	886	892	903	$54,180		$5,870
SCHOOL							
Opportunity Academy	49	85	67	72	$5,320		$468
High School	955	933	944	949	$61,440		$6,169
Grand Total					$163,850		$18,317
Supply	(Elementary)	$45.00	(+$2000 base + teacher allotment)				
	(5-6 Center)	$60.00					
	(Middle)	$60.00					
	(High School)	$60.00					

USD 373 Building Needs Assessment 2024-2025

Regular Education Aide Distribution: Below is an example of the formula used for the 2023-2024 school year to calculate the number of aide hours per building based upon various weighting factors.

Aide Positions								
Building	**# of sections**	**X 2 hours**	**SES**	**Fastbridge**	**Base 1.0**	**Base+SES+Fastbridge**	**# of hours * g2 equals # of hours/day**	**# of aides**
NR	10	20	0.5	0.25	1	1.75	35	5.185185185
SC	10	20	0.5	0.25	1	1.75	35	5.185185185
SB	15	30	0.5	0.1	1	1.6	48	7.111111111
SS	10	20	0.75	0.5	1	2.25	45	6.666666667
			if SES is > 70% = .75 weighting					
			if SES is > 50% = .5 weighting					
			if SES is > 25% = .25 weighting					
			Fastbridge	based on school ranking (1 being highest % of students				
				at benchmark to 5 being lowest % of students at benchmark				
				1 = .1				
				2-3 = .25				
				4 = .4				

USD 373 Building Needs Assessment 2024-2025

Building: Chisholm Middle School

Rose Capacities: Is every child in your school provided at least the following capacities? (ANSWER YES OR NO)	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
5. 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

USD 373 Building Needs Assessment 2024-2025

STUDENT GROUP: General Education
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other
I.   **Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?**
A. Rate this in your building as (select one).   ☐ Exceeds   ☐ Meets   ☑ Progressing
B. Provide any anecdotal evidence to support your perception in the cell below.
II. Does the data support your personal perception
☑ **Yes**   ☐ **No**
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	**Infrastructure/Facilities** Leaks and water damage around the building

POD Bathrooms - not ADA compliant, fixtures original to the building

Railer East PE Locker Rooms

| Data Point 2: | **Alternative Learning Environment**

21-22 Office Referrals
● 568 Referrals (does not include truancy)
● 71 (14.6%) Students received ISS
● 43 (8.9%) Students received OSS
● 237 (41.7%) Referrals ended with OSS Or ISS for the day.
● Of the 568 referrals 318 were from 20 students or 55.98% of referrals
● Top 4 students had 123/568 = 21.65 % they had "0" referrals for truancy

22-23 Office Referrals
● 510 Referrals (does not include truancy)
● 71 (14.8%) Students received ISS
● 24 (5%) Students received OSS
● Of the 510 referrals 234 were from 20 students or 45.88% of referrals
● Top 4 students had 75/510 = 14.7 %

23-24 Office Referrals
● 393 office referrals - as of 3.5.24

OSS Days
21-22, 234 days
22-23, 201 days
23-24, 178 days of OSS - as of 3.5.24

Students Attending OA
21-22, 2
22-23, 8
23-24, 2 (no additional slots available)

Attendance/Truancy

Attendance Data - Daily Attendance Rates
○ 21-22: 90.32%
○ 22-23: 92.25%
○ 23-24: 94.60% - as of 3.5.24
○
Attendance Data - Chronic Absenteeism
○ 21-22: 9.23% |

	○ 22-23: 7.48%
	○ 23-24: 7.16% - as of 3.5.24
	
	Truancy Data -
	    ○ 21-22: Truancy referrals - 65 referrals, # students - 74
	    ○ 22-23: Truancy referrals - 170 referrals, # students - 71
	    ○ 23-24: Truancy referrals - 55 referrals, # students - 24

Data Point 3:	**Staffing** Open Positions as of 2.29.24 - 1 para position 22-23 - four positions filled by long term subs 23-24 - two positions filled by long term subs Student Caseloads (weekly/bi-weekly check-ins) 7th grade Counselor - 15 8th grade Counselor - 10 Gen. Ed. Social Worker - 17 SPED Social Worker - 12 Prairie View Case Management - 25 (18% of our students are receiving additional SEL support, as listed above) (These numbers represent Tier II/III student checkins on a regular basis, Support staff work with an average of 12 different student situations on a daily basis for additional SEL supports)

Data Point 4:	**Curriculum**
	
	State Assessment Data - All Students
	● Reading (Level1/Level2):
	    ○ 21-22: 42.66%/36.56%
	    ○ 22-23: 45.65%/33.85%
	    ○ 23-24: No Data Available yet
	
	● Math (Level1/Level2):
	    ○ 21-22: 49.43%/39.32%
	    ○ 22-23: 50.55%/39.46%
	    ○ 23-24: No Data Available yet

	● Science - 8th Grade Only (Level1/Level2):
	  ○ 21-22: 46.25%/33.48%
	  ○ 22-23: 56.73%/25.96%
	  ○ 23-24: No Data Available yet

Data Point 5:	**Technology** Wifi network and camera system installed in 2014. Smartboards were purchased in 2008-09 and are still in use in many classrooms.

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)

DP 1 Claim:	**Infrastructure/Facilities** We do not have enough classrooms and offices to offer all of the classes and services we need to support our students. We need office space for mental health professionals, our ELL program, SPED teachers, etc. We would love to offer more fine arts classes and have more flexibility with music classes in our master schedule, but lack the classroom space to be able to do that. We could potentially offer more classes if we had the additional classroom space. We do not have smaller rooms available for teachers and paras to work with students in small groups. Every single one of our classrooms and office spaces are being used. Our building continues to have issues with water leaking into the building in various locations anytime it rains. Our old gym locker rooms have not been updated in decades. Many of the PE lockers are broken and need to be replaced. Most of our student and staff bathrooms are original to the building. **Railer East PE Locker Rooms -** Many of the PE lockers are broken and need to be replaced. Locker rooms are dark, full of broken lockers, and need to be updated. The bleachers in the old gym need to be replaced. Several seats are broken. Our bathrooms are original to the building and need to be upgraded. They are functional, but very much outdated, with plumbing fixtures that do not match current standards. In one staff bathroom, our custodian has to tighten the water line every couple of weeks because it does not fit properly due to the age of the plumbing and fixture. The outdoor track is not adequate and needs to be completely redone. It is rocky and not the standard length of a modern track (it is actually measured out in yards, instead of meters) We have asked for an updated marquee with an LED sign through capital outlay funds, however, we have been denied each year we have asked. An LED sign will allow us to communicate more detailed information and messages with the community.
DP 2 Caim:	**Alternative Learning Environment** Need to continue to grow Opportunity Academy as an alternative learning environment for students. We have a diverse population of students and need to have an adequate, fully funded alternate learning environment for some of our students. The middle school level currently has extremely limited availability for students. There is a great need for students to have an alternate environment in order to help them find success. We would support expanding Opportunity Academy to 5-12 and allow more students to attend in a facility that will support the needs of our students and the district.
DP 3 Claim:	**Staffing** The lack of qualified applicants has led us to leave some positions unfilled by a licensed, certified staff member. We have had to use long-term subs to fill some positions, including licensed Special Education positions. This has put additional stress on other staff, who are having to carry the additional workload of staff that we haven't been able to hire.

	We need to consider hiring a full-time district-level recruiter who works to promote the district and recruit staff. This person could also work with our Communications Director to promote the school district in positive ways. We need to look at adding a reading interventionist position in our building. Our students need intense support and a reading interventionist can help our students who need more focused help than what can be provided in a larger classroom setting. We need to look at adding a certified ELL teacher who is shared with another building and can oversee the implementation of our ELL program and provide training to our ELL Aides. We would also continue with 1-2 ELL Aides as well. This year we have three students who arrived speaking no english. They require a high level of support. This is in addition to our other ELL students who also require support. We would like to look at adding an Instructional Coach position that is shared with another building. This person could help our teachers improve their teaching and train our staff on instructional and learning strategies. They could also provide targeted support and mentorship to teachers. We have had to change roles due to lack of licensed applicants for specific positions. We need to continue to have a full time nurse at our building. The nurse serves 449 students and oversees daily medication needs, illness, and many other health related needs that other staff do have expertise in. We need to continue to have two full time counselor positions and our social worker position. Our students and families have many needs and these staff members provide support that helps our students succeed in school. We need to continue funding for our Social Emotional Aide position. This person runs our Sensory Room, which provides a space for students to regulate, refocus, calm down, and return to class. We need to continue funding for our In-School Suspension (ISS) Room Monitor. The ISS monitor provides an important resource in our school. They work with students who are struggling with behavior in class, monitor students who have been assigned ISS, and help students get regulated and back to class in some cases. We would like to move this to a certified position. We need to continue to utilize a full time building based substitute at each building in the district. This has been an effective way to help cover staff absences in each building. We need to add two At-Risk Support positions for our students. One position would be focused on supporting students academically. The second position would be focused on supporting student behavior.
DP 4 Claim:	**Curriculum**

USD 373 Building Needs Assessment 2024-2025

Building Needs Assessment
2024-2025

Building: Chisholm Middle School

STUDENT GROUP: Special Education
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other
I.   Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☑ Progressing
B. Provide any anecdotal evidence to support your perception in the cell below.
II. Does the data support your personal perception
☑ **Yes** ☐ **No**
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	**Staffing** As of 3.5.24, we are still one para short of being fully staffed.

	22-23, we had 4 SPED teaching positions filled by long term subs. 23-24, 1 SPED teaching position is being filled by a long term sub.

Data Point 2:	**Curriculum**
	State Assessment Data - SPED
	● Reading (Level1/Level2):
	    ○ 21-22: 78.72%/19.14%
	    ○ 22-23: 87.01%/7.79%
	    ○ 23-24: No Data Available yet
	
	● Math (Level1/Level2):
	    ○ 21-22: 74.73%/24.21%
	    ○ 22-23: 81.57%/18.42%
	    ○ 23-24: No Data Available yet
	
	● Science - 8th Grade Only (Level1/Level2):
	    ○ 21-22: 78.43%/21.56%
	    ○ 22-23: 96.87%/3.12%
	    ○ 23-24: No Data Available yet

Data Point 3:	**Training** Additional training to ensure that processes are common across the district on Webkids, progress reports, para supports, running of IEP Meetings, and de-escalation techniques are needed. 23-24 Professional Development Hours: District directed professional learning - 24 hours Personal learning day - 7 hours Building directed professional learning - 25 hours (must be split between building time and collaboration time) Total - 56 hours
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	**<u>Staffing</u>** The lack of qualified applicants has led us to have positions that are filled with long-term substitutes or teachers in the process of gaining certification.

	We always have paraeducator positions open and have struggled to find applicants. This has put additional stress on other staff, who are having to carry the additional workload. We need to continue to have a full time nurse at our building. The nurse serves 469 students and oversees daily medication needs, illness, and many other health related needs that other staff do have expertise in. We need to continue to have two full time counselor positions and our social worker position. Our students and families have many needs and these staff members provide support that help our students succeed in school. We need to continue funding for our Social Emotional Aide position. This person runs our Sensory Room, which provides a space for students to regulate, refocus, calm down, and return to class. We need to continue funding for our In-School Suspension (ISS) Room Monitor. The ISS monitor provides an important resource in our school. They work with students who are struggling with behavior in class, monitor students who have been assigned ISS, and help students get regulated and back to class in some cases. We would like to move this to a certified position. We need to add two At-Risk Support positions for our students. One position would be focused on supporting students academically. The second position would be focused on supporting student behavior.
DP 2 Caim:	**Curriculum** Teachers need curriculum to use in their classrooms that aligns with standards and is leveled for their students. Tier three curriculum needs to be identified and purchased for all special education settings. SPED teachers need to be able to easily access these resources.
DP 3 Claim:	**Training** Teachers in SPED all need additional training on using Webkids, running an IEP meeting, communicating with families and staff, and de-escalation techniques. We also need additional training for class within a class supports and team teaching. Professional Development time - restructure this so that SPED teachers have an extra day at the beginning of the year to review IEPs. We also need to provide time during district level PD Days to have SPED teachers meet with our district SPED Directors to review SPED specific information and professional development.
**V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.**
Year One: **Staffing** -Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

Curriculum - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.
Training - Audit current processes for SPED training and ensure that minimum expectations are set. Provide training for minimum expectations. Create a 3 year training program for Special Education teachers.

Year Two:
Staffing - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.
Curriculum - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.
Training - Identify next steps for training needs and implement a 3 year training program for Special Education teachers.

Year Three:
Staffing - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.
Curriculum - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.
Training - Monitor the training program and continue to look for efficiencies.

USD 373 Building Needs Assessment 2024-2025

Building Needs Assessment
2024-2025

Building: Chisholm Middle School

STUDENT GROUP: ELL
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other
I.   **Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?**
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☑ Progressing
B. Provide any anecdotal evidence to support your perception in the cell below.
II. Does the data support your personal perception
☑ **Yes** ☐ **No**
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	**<u>Staffing</u>** ELL Student Population 21-22 - 10 ELL students 22-23 - 15 ELL students, 1 newcomer 23-24 - 11 ELL students, 3 newcomers 1 ELL Coordinator (certified teacher) 1 ELL Aide 3 ELL Certified Teachers
Data Point 2:	**Curriculum** State Assessment Data - ELL - Reading (Level1/Level2): 21-22: 100%/0% 22-23: 78.57%/7.14% 23-24: No Data Available yet - Math (Level1/Level2): 21-22: 66.66%/33.33% 22-23: 82.35%/17.64% 23-24: No Data Available yet - Science - 8th Grade Only (Level1/Level2): 21-22: 81.81%/18.18% 22-23: 75%/25% 23-24: No Data Available yet
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	**<u>Staffing</u>** We are in need of a full time ELL teacher at our building. We have had several newcomer ELL students (no english at all) in our building over the past few years and have struggled to support these students. We need to continue to fund the ELL Coordinator supplemental position at each building (this position could be moved to a full time ELL teacher if approved).

		We need to continue to fund the district ELL Coordinator position.
DP 2 Caim:		**Curriculum** We are in need of curriculum resources for our ELL students.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.
Year One: **Staffing and training** - Hire a Full time and fully licensed ELL Teacher to support ELL needs and newcomers in grades 5-8. Ensure teachers have training and instructional tools to use with our ELL populations. **Curriculum**- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.
Year Two: **Staffing and training** - Begin to refine and monitor progress. Additional training for veteran teachers and initial training for new teachers. **Curriculum**- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.
Year Three: **Staffing and training** - Continued refinement and monitoring. Create a cycle for veteran teachers to receive training and commit to initial training for new teachers annually. **Curriculum**- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

Building Needs Assessment
2024-2025

Building: Chisholm Middle School

STUDENT GROUP: At-risk/ MTSS/ General Student Support/ 504/ Homeless
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other
I.   Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
- ☐ Meets
- ☑ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

II. Does the data support your personal perception

- ☑ **Yes**
- ☐ **No**

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	**Alternative Learning Env./School** State Assessments-All Students

- Reading (Level1/Level2):
  - 21-22: 45.64%/29.81%
  - 22-23: 37.11%/32.38%
  - 23-24: No Data Available yet.
- Math (Level1/Level2)::
  - 21-22: 50.8%/33.86%
  - 22-23: 54.13%/34.04%
  - 23-24: No Data Available yet.

Alternative Learning Environment

Office Referrals
21-22, 574
22-23, 605
23-24, 393 office referrals - as of 3.5.24

OSS Days
21-22, 234 days
22-23, 201 days
23-24, 178 days of OSS - as of 3.5.24

Students Attending OA
21-22, 2
22-23, 8
23-24, 2

Attendance/Truancy

Attendance Data - Daily Attendance Rates
  - 21-22: 90.32%
  - 22-23: 92.25%
  - 23-24: 94.60% - as of 3.5.24
  -
Attendance Data - Chronic Absenteeism
  - 21-22: 9.23%
  - 22-23: 7.48%
  - 23-24: 7.16% - as of 3.5.24

Truancy Data -

	○ 21-22: Truancy referrals - 65 referrals, # students - 74 ○ 22-23: Truancy referrals - 170 referrals, # students - 71

Data Point 2:	**Curriculum**
	 State Assessments-All Students
	 ● Reading (Level1/Level2):
	     ○ 21-22: 45.64%/29.81%
	     ○ 22-23: 37.11%/32.38%
	     ○ 23-24: No Data Available yet.
	 ● Math (Level1/Level2)::
	     ○ 21-22: 50.8%/33.86%
	     ○ 22-23: 54.13%/34.04%
	     ○ 23-24: No Data Available yet.

Data Point 3:	**Truancy** It takes approx. 1 -2 hours to complete reports when filing with DCF and the County Attorney's office.
Data Point 4:	**Staffing** We continue to struggle with filling all positions. We have one unfilled para position and one SPED position filled by a long term sub. We need to continue with our Sensory Room SEL Aide and ISS Monitor staffing.
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	**Alternative Learning Environment** We have a diverse population of students and need to have an adequate, fully funded alternate learning environment for some of our students. There is a great need for students to have an alternate environment to help them find success. We would support either expanding Opportunity Academy to K-12 and allow more students to attend in a facility that will support the needs of our students and the district.
DP 2 Caim:	**Curriculum** We need additional resources and training for high quality Tier II and III reading and math interventions. A continued need for training for quality implementation of MTSS procedures and processes Our classified staff would benefit from training.
DP 3 Claim:	**Truancy** The current process is cumbersome and extremely time consuming. The additional follow up from DCF and the Harvey County Attorney has had a positive impact, however, we need to find a more efficient way to send information to each entity.

DP 4 Claim:	**Staffing** We need to continue to have two full time counselor positions and our social worker position. Our students and families have many needs and these staff members provide support that help our students succeed in school. Counselors need to add an additional five days to their extended contract in order to have time to plan for the school year. We need to continue funding for our Social Emotional Aide position. This person runs our Sensory Room, which provides a space for students to regulate, refocus, calm down, and return to class. We need to continue funding for our In-School Suspension (ISS) Room Monitor. The ISS monitor provides an important resource in our school. They work with students who are struggling with behavior in class, monitor students who have been assigned ISS, and help students get regulated and back to class in some cases. We would like to move this to a certified position. We need to fund a licensed At Risk Intervention teacher that can help support our tier 3 students that need an alternative learning environment. We need additional At-Risk Student Support positions to help support students who struggle with attendance, academics, behavior, and can help families that need support and resources.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.

Year One:
Alternative Learning Env/School - Begin looking for a location to house an expanded alternative learning environment for the district.
Curriculum and Staffing- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

Year Two:
Alternative Learning Env/School - Implement plan to expand alternative learning environment to include students in grades K-12
Curriculum and Staffing - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

Year Three:
Alternative Learning Env/School - Commit to reviewing processes and procedures for students to enter and exit the Alternative School
Curriculum and Staffing- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

USD 373 Building Needs Assessment 2024-2025

Building Needs Assessment
2024-2025

Building: Chisholm Middle School

Additional Needs:

Department	Need(s)	Departmental response/validation
Maintenance/custodial	Need additional custodial staff to keep up with cleaning needs in the building. May need to increase hourly pay to attract more qualified applicants. District Maintenance needs additional staff to keep up with the various needs across the district.	Principal met with Director of Maintenance. Positions for these needs are open, but have not been filled due to lack of applicants.
Technology - be specific (computer	Need to be brought up to current technology trends in education. Camera systems (including the cabling/cameras) and wifi networks need to be updated in buildings where networks and cameras are aging. Would like to move to a more wireless environment - wireless connection to projectors/screens. Update aging Smartboards in classrooms for teachers who utilize that technology resource.	Principal met with Director of Technology. Funding continues to be a barrier to technology updates.
Transportation	District vehicles need to be updated. This is one of the first things other districts see when we visit other schools. Quality, updated vehicles projects a positive image of Newton. Purchase an activity bus with Newton wrapping to promote the district when our teams travel across the state.	Principal met with Director of Transportation. Funding continues to be a barrier to transportation upgrades. Immediate vehicle needs have to be addressed first, prior to looking at upgrading the fleet and adding additional vehicles.
Food Service	Portion sizes for the main entree need to be increased at the middle	Principal was not able to meet with the Director of

	school level.	Food Service regarding this need.
Communications	No additional needs identified in this area.	Principal met with Director of Communications. No areas of need were identified.
Other (please specify)		

Building: Cooper Early Learning Center

Rose Capacities: Is every child in your school provided at least the following capacities? (ANSWER YES OR NO)	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Not appropriate at the PreK level.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Not appropriate at the PreK level.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Not appropriate at the PreK level.
4. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Not appropriate at the PreK level.
5. 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.	Not appropriate at the PreK level.

USD 373 Building Needs Assessment 2024-2025

Building: Cooper Early Learning Center

STUDENT GROUP: General Education
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other
I.   Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

☐ Exceeds
☐ Meets
☑ ~~Progressing~~

B. Provide any anecdotal evidence to support your perception in the cell below.
We have support in behavior, at risk factors and mental health, however, we have extremely high needs in all of these areas as well.

II. Does the data support your personal perception

☑ ~~Yes~~
☐ **No**

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	Employee accident reports last school year (22-23): 19 Claims for these accidents: 8 Aug. 23- Nov 7. 2023 employee accident reports: 14 Claims for these accidents: 10
Data Point 2:	General education social work data for November: increase of 38% of time spent on radio calls alone– 31 additional calls for the month, 1,600minutes Increase of 13% of time spent on behavior not via a radio call– 840 additional minutes for the month

	Decrease in planned interventions by 18% — 1,270 minutes for the month
Data Point 3:	Last year's BIR data shows 45 incident reports before 2/20/23 and this year before 2/20 we have had 149 BIRs

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	The student behavior not being met has increased our staff's health negatively, resulting in more injuries. We surpassed last year's total claims in less than 3 months. Claims have already increased by 500% in 2 years and we are less than half way through the school year.
DP 2 Caim:	Typically we would see the number of radio calls dramatically decrease as time goes on. This school year, that is not the case. This has prevented Heather from doing many things, including planned interventions as she does not have the time.
DP 3 Claim:	We have seen an increase in behaviors and our staff feels they need additional support to deal with these issues.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.
Year One: We need to get building wide expectations and procedures put into place for a solid Tier 1.
Year Two: We need to get Tier 2 and Tier 3 interventions put into place, with efficient policies and procedures for all students.
Year Three: Refine and continue seeing how we can improve interventions.

USD 373 Building Needs Assessment 2024-2025

Building: Cooper Early Learning Center

STUDENT GROUP: Special Education
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other
I.   Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☑ ~~Progressing~~
B. Provide any anecdotal evidence to support your perception in the cell below. We have some extra needs in special education. We feel the needs have been significantly higher than they were last year. We also believe there is a bigger need for 1:1 support for several students. We would like to explore ways to better support some of our struggling students.
II. Does the data support your personal perception
☑ ~~Yes~~ ☐ **No**
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	**SLP, OT, & PT caseloads have risen - Need to get actual numbers**
Data Point 2:	**# of kids on IEP services compared to previous years**

Data Point 3:	SW amount of time spent responding to calls about sped kiddos

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	SLP who is based at Cooper and helps with I/T transitions so that they can build relationships from Part C to Part B services
DP 2 Caim:	Shows that the SPED teachers need additional support in order to complete paperwork and train support staff
DP 3 Claim:	During the months of Sept-Nov 2023, the General Education SW spent 2068 more minutes responding to calls for additional support for kids on IEPs compared to Sept-Nov 2022.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.
Year One: developmental level trainings on expectations on various ages
Year Two: specific training on responding appropriately to behaviors - proactive vs reactive response
Year Three: continued trainings on interactions with students and staff

Building: Cooper Early Learning Center

STUDENT GROUP: ELL
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other
I.   Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☑ ~~Progressing~~
B. Provide any anecdotal evidence to support your perception in the cell below. We are working on providing more intensive services for our ELL population.
II. Does the data support your personal perception
☑ ~~Yes~~ ☐ **No**
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	The amount of students who receive ELL services has risen in the past 3 years (2022 - 13, 2023 - 15, 2024 - 26)
Data Point 2:	We had 3 ELL teachers during the 2022-2023 school year and now only have 1 certified ELL teacher.

Data Point 3:	Oral Language Component Level 1 Proficiency 26/26 students Pre-Literacy Component Level 1 LOW Proficiency 25/26 students Level 2 MID Proficiency 1/26 students
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	We have doubled in number of ELL students over the past couple years.
DP 2 Caim:	We have more student need and fewer staff trained to address the student needs currently.
DP 3 Claim:	Our students are at the lowest levels in their language acquisition, therefore need more support.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year One: An ELL teacher that can focus only on ELL students. Training ELL teacher/para on expectations of position and age appropriate skills	
Year Two: We need more teachers and staff trained intensively to work with ELL students.	
Year Three: We need more teachers and staff trained intensively to work with ELL students. It would also help to have additional resources provided in Spanish, as well as someone with dual languages in this role.	

USD 373 Building Needs Assessment 2024-2025

Building: Cooper Early Learning Center

STUDENT GROUP: At-risk/ MTSS/ General Student Support/ 504/ Homeless
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?
A. Rate this in your building as (select one). ☐ Exceeds ☑ ~~Meets~~ ☐ Progressing
B. Provide any anecdotal evidence to support your perception in the cell below. Our whole building is at risk in some form. Our students are progressing and we are seeing progress on our benchmark assessments.
II. Does the data support your personal perception
☑ ~~Yes~~ ☐ **No**
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	2023/24 TSG data from 1st quarter to 3rd quarter improved from 45% in the average range to 75% in the average range for overall scores.
Data Point 2:	2023/24 SDQ data from 1st quarter to 3rd quarter improved from 125 in the normal range for difficulties to 138 in the normal range for difficulties.

Data Point 3:	2023/24 TSG shows 1 student exceeding the standard. By the third quarter we have 15 students exceeding the standard.

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	The data shows an increase of 30% in overall student scores.
DP 2 Caim:	This data shows small progress in students managing their difficulties.
DP 3 Claim:	We have shown significant improvement in those 14 students.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.
Year One: We need to focus on our Tier 1 skills for teachers and staff, so that classroom learning is more and more effective.
Year Two: We need to implement Conscious Discipline and train staff adequately in Tier 1 expectations, then how to manage more extreme or challenging behaviors.
Year Three: We would like to see more of our students who are not meeting standard to move to meeting the standard. In order to do that, we would need intensive interventions for those students. We would likely need time and resources to support our staff in moving them forward.

Building: Cooper Early Learning Center

Additional Needs:

Department	Need(s)	Departmental response/validation
Maintenance/custodial	Stage and 109 walled in, raising up playground tiles, additional storage space	
Technology	Screen or TV in conference room 109. (Has a projector just no screen.)	
Transportation	Bus, hiring for transportation at HS: will need 2 drivers	
Food Service	Working on more healthy/fresh food options, moving back to family style meals	
Communications	Family spotlight and promoting Cooper	
Other (please specify)		

USD 373 Building Needs Assessment 2024-2025

Building: Newton High School

Rose Capacities: Is every child in your school provided at least the following capacities? (ANSWER YES OR NO)	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
5. 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

STUDENT GROUP: General Education

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

I.   Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
- ☐ Meets
- ☑ ~~Progressing~~

B. Provide any anecdotal evidence to support your perception in the cell below.

Since the pandemic, we have seen a marked increase in the amount of truant students, as well as failing grades. While we have increased social/emotional support and Tier 2/3 interventions, there is still a major issue with truancy and failing grades.

II. Does the data support your personal perception

- ☑ ~~Yes~~
- ☐ **No**

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	**Truancy is a Major Issue:** **As of April 12, 2024, 132 Newton High students have had truancy filed on them in the 23-24 school year. 52 students have had truancy filed just once. One student has had truancy filed 15 times in the current school year.**
Data Point 2:	**Social/Emotional Support Increases:**

	Our general education Social Worker has seen an increase in her caseload since the start of the pandemic. In 21-22, the social worker's caseload was 42 students with 934 recorded interactions. In 22-23, the caseload jumped to 51 students with 1,300 recorded interactions. So far, in 23-24, the caseload has swelled to 63 with 1,278 recorded interactions through March 31st.
Data Point 3:	<u>Failing Grades Continue to Be Concern:</u> In the Fall of 2023, 244 Newton High students had at least one failing grade for the semester. In the Fall of 2022, 240 Newton High students had at least one failing grade.

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	There is a direct correlation between attendance and grades. Administrators have been diligent about filing truancy on a consistent basis. Further assistance from the County Attorney could have a major impact on lowering that number.
DP 2 Caim:	Since the pandemic, the caseload for our general education Social Worker has increased by almost 50 percent. That is an alarming increase and shows that the need is there for even more support for students.
DP 3 Claim:	While the number of students failing from Fall 2022 to Fall 2023 has remained fairly consistent, it is still high. By further increasing Tier 2/3 supports and giving students more focused help, the hope is that those numbers will drop.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.
Year One: **Work hand-in-hand with the County Attorney to put "more teeth" into truancy. Administrators have worked hard to stay up on truancy, getting letters to parents and the County Attorney. Right now, there could be a perception from parents that since "nothing is done" on truancy by the County Attorney, there is no motivation to send their student to school. Having monthly meetings with the County Attorney, focusing on students with the most truancy first, and getting them back to school, would improve truancy numbers, as well as decrease the number of failing students. Also, increase the amount of social worker and PrairieView support for students. Creating smaller, more focused social/emotional groups to meet with on a consistent basis, could provide more targeted help. Lastly, increasing Tier 2/3 intervention support. Adding an additional full-time Student of Concern coordinator to complement our existing one, would allow more individualized student support, as well as teacher support when implementing interventions.**
Year Two: **Continue meeting monthly with the County Attorney to target the most truant students and get them back to school. Also, continue to provide social/emotional supports to students on the social worker's caseload, with the goal of easing support for each student over time. Continue expanding the reach of Tier 2/3 interventions and giving teachers tools to help students in class and decrease the number of failing students.**

Year Three: **Continue meeting monthly with the County Attorney to target the most truant students and get them back to school. Also, continue to provide social/emotional supports to students on the social worker's caseload, with the goal of easing support for each student over time. Continue expanding the reach of Tier 2/3 interventions and giving teachers tools to help students in class and decrease the number of failing students.**

Building: Newton High School

STUDENT GROUP: Special Education

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
- ☐ Meets
- ☑ ~~Progressing~~

B. Provide any anecdotal evidence to support your perception in the cell below.

We continue to evolve our support and offerings for Special Education students, but we continue to see issues with low grades and behaviors with all students, but especially Special Education Students.

II. Does the data support your personal perception

- ☑ ~~Yes~~
- ☐ **No**

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	In the Fall of 2023, 39 Newton High students on IEPs failed at least one class. In the Fall of 2022, that number was higher as 46 Newton High students on IEPs failed at least one class.

Data Point 2:	38% of students suspended in the 23-24 school year (as of April 15), have been identified as Special Education students. That is 28 of 74 students. Often there are multiple suspensions for a student, so the percentage of times Special Education students were suspended may be higher.
Data Point 3:	For the 23-24 school year, we had an open teaching position in ED until November and we still do not have a qualified teacher in SMD. We are still down paras in ED. The number and quality of paras fluctuates throughout the year. For 24-25 (As of April 15), we have openings for SMD and Structured Learning.

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)

DP 1 Claim:	Progress is being made to give more supports to students. With our RailerTime three days a week, students are able to work more one-on-one with teachers for an hour. Also, our Student of Concern program gives more structured supports to students.
DP 2 Caim:	Not getting to the root of the issue and helping the Special Education students work through adversity can lead to more suspensions. Increasing supports for those students could be beneficial.
DP 3 Claim:	Hiring qualified Special Education teachers and paras has become increasingly difficult. There seems to be a very high turn over in paras and we often have openings throughout the year. Special Education teachers with the proper credentials have been harder to find in recent years.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.

Year One:	**Having para positions completely filled, and not "piecemealing" together supports is crucial. Students need consistent supports from staff who understand the content. That would be a major area of focus. Also, making sure that Special Education students get more structure during the unstructured RailerTime should benefit students.**
Year Two:	**Having para positions completely filled, and not "piecemealing" together supports is crucial. Students need consistent supports from staff who understand the content. That would be a major area of focus. Also, making sure that Special Education students get more structure during the unstructured RailerTime should benefit students.**
Year Three:	**Having para positions completely filled, and not "piecemealing" together supports is crucial. Students need consistent supports from staff who understand the content. That would be a major area of focus. Also, making sure that Special Education students get more structure during the unstructured RailerTime should benefit students.**

USD 373 Building Needs Assessment 2024-2025

Building: Newton High School

STUDENT GROUP: ELL
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other
I.   Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☑ ~~Progressing~~
B. Provide any anecdotal evidence to support your perception in the cell below. There has been a recent influx of "newcomer" students to Newton High School. We are in the process of expanding supports for those students. In 23-24, the district added an ELL Coordinator. In 24-25, we are expanding our ELL English offerings with a "newcomer beginner" and "newcomer intermediate" class. The goal is to give more initial supports to ELL students and then transition them to the general classes.
II. Does the data support your personal perception ☐ Yes ☐ No
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	We've had roughly 118 new students join us at Newton High in 23-24. Seven were ELL students. Also of note, six students came during the school year and weren't here the first day of school for orientation and things. And, four students came after Christmas.

Data Point 2:	
Data Point 3:	

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	The need for more supports in ELL is greater than ever. While the population, compared to the overall student population, remains low, the initial needs are much greater.
DP 2 Caim:	
DP 3 Claim:	

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.
Year One: **Going beyond course offerings of ELL beginner and intermediate English would greatly benefit students. All of the rest of their classes are general education. Adding social studies and science ELL classes could make the transition to high school easier. Also, putting students on grade level classes for their abilities, not their age, would be extremely beneficial. Many of our newcomer students at the high school have not had formal education since 6th grade. Adding Spanish-speaking para support and getting more teachers endorsed in ESOL would benefit all students, not just ELL students.**
Year Two: **Continuing to expand our ELL course offerings, to include basic electives, such as culinary and computer applications, would be beneficial.**
Year Three: **More course offerings and giving ELL students the ability to pick up elective credits by tutoring younger students could be beneficial to all students and staff.**

Building: Newton High School

USD 373 Building Needs Assessment 2024-2025

STUDENT GROUP: At-risk/ MTSS/ General Student Support/ 504/ Homeless

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
- ☐ Meets
- ☑ ~~Progressing~~

B. Provide any anecdotal evidence to support your perception in the cell below.

Our Tier 2 and Tier 3 interventions have become more focused this year and the results show improvement. We have dedicated more resources (half time staff member) to oversee the intervention process and the results have been impacted in a positive way.

II. Does the data support your personal perception

- ☑ ~~Yes~~
- ☐ **No**

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	In 23-24, we had one staff member dedicated to the Tier 3/GEI process. Of the students dropped from GEIs, 18 were dropped because they showed improvement. In 22-23, we had 3 staff members take on the GEI process as a small part of their teaching load. We only had 11 students dropped from GEIs because they showed improvement.
Data Point 2:	Tier 2 interventions were a focus in 23-24, but not as much in 22-23. As of April 20th, 2024, 27 students are active on Tier 2. Four students were taken off of that as of April 20th because they had shown improvement. No students were "actively" tracked on Tier 2 in 22-23.
Data Point 3:	In 23-24, only one student has been dropped from a GEI because of truancy. In 22-23, there were seven students dropped

	from the GEI process for truancy. Our truancy process has become much more focused in 23-24, and yet the numbers went down dramatically.

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	By having a staff member laser-focused on Tier 2 and Tier 3 in 23-24, the statistics trended positive. By adding another laser-focused staff member, the trajectory could continue.
DP 2 Caim:	Shifting our emphasis to be more intentional with Tier 2 interventions in 23-24 has shown good results. Expanding the number of staff members laser-focused on Tier 2 could expand the reach of students being helped before they need Tier 3 interventions.
DP 3 Claim:	Truancy is still a major problem in our district (and around the country). There are signs that students are seeing the benefits of Tier 2 and Tier 3 interventions to get them back on track.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year One: **Add an additional "Student Support" staff member at the high school to expand our reach in helping Tier 2 and Tier 3 students.**	
Year Two: **Bring in Tier 2 and Tier 3 professional development training for teachers to delegate more of the onus on the classroom, where learning occurs.**	
Year Three: **Continue expanding the reach of Tier 2 and Tier 3 interventions by having one mentor teacher from each core content area work with students as part of their teaching load (1 block of their 6).**	

Building: Newton High School

Additional Needs:

Department	Need(s)	Departmental response/validation
Maintenance/custodial	**Bleachers Willis, moveable walls, culinary room, missing ceiling tiles, replace Ravenscroft to commons doors, ADA**	

	closers on doors, locker removal (Senior alley long table and chargers)	
Technology	Projectors	Request through capital outlay
Transportation	More vehicles	
Food Service	Space confined, ceiling has holes, prep area, Bryce's office conversion, visit other schools (VC, Maize, Andover), only 1 women's restroom for 17 women, flooring tiles are up (tripping hazard)	
Communications	Radio coverage in the building	
Other (please specify)		

Building: Northridge Elementary

Rose Capacities: Is every child in your school provided at least the following capacities? (ANSWER YES OR NO)	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
5. 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

USD 373 Building Needs Assessment 2024-2025

Building: Northridge Elementary

STUDENT GROUP: General Education

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

I.   Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

☐ Exceeds
☐ Meets
☑ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

II. Does the data support your personal perception

☑ **Yes**
☐ **No**

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	**(Infrastructure/Facilities)** ● Water leaks into our gyms and into our offices.

	● We have increased our partnership with Prairie View, we have a school-based therapist and a school-based community case manager. We need to have a private space for them to conduct sessions in.
Data Point 2:	**(Staffing)** ● Our building sub is used daily to cover staffing shortages. ● Each year we are losing teachers to other districts for a variety of reasons. Northridge consistently has para and aide openings and fills 3-4 licensed positions each year ● We currently have 4 licensed positions open for the 24-25 school year.

Data Point 3:	**(Curriculum-Intervention)**
	State Assessments-All Students
	● **Reading (Level one and level two all students):**
	  ○ 21-22:67.52%
	  ○ 22-23:67.5%
	  ○ 23-24: No Data Available yet.
	● **Math (Level one and level two all students):**
	  ○ 21-22:70.5%
	  ○ 22-23:79.74%
	  ○ 23-24: No Data Available yet.

Data Point 4:	**(Technology)** ● Projectors, Smartboards, and Elmos in the classrooms are aging. There is no budget available to upgrade these devices to newer, more relevant technology. Replacing these devices is very expensive and not something that we can afford at the building level.
Data Point 5:	**(Behavior Management)** ● **Office Referrals** ○ 23-24-84 at the time data was pulled

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	**(Infrastructure/Facilities)** We need office space for mental health professionals. Our building continues to have issues with water leaking into the building in various locations anytime it rains, the gym and office are our main areas of concern.
DP 2 Claim:	**(Staffing)** We need to consider hiring a full-time district-level recruiter who works to promote the district and recruit staff. This person could also work with our Communications Director to promote the school district in positive ways. We need to continue to have full-time building subs in each building. We need to raise our base salary to be competitive with surrounding districts to be able to recruit and retain quality staff.
DP 3 Claim:	**(Curriculum-Intervention)** We need additional resources and training for high-quality Tier II and III reading and math interventions. A continued need for training for the quality implementation of MTSS procedures and processes. Our classified staff needs training in the current curriculum.
DP 4 Claim:	**(Technology)** All students have Chromebooks. Classrooms are equipped with projectors and Elmos. A majority of classrooms have SmartBoards.
DP 5 Claim:	**(Behavior Management)** Training is needed for Tier 1 and Tier 2 supports/resources for teachers to expand their toolboxes for in-class interventions and support.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	

<mark>Year One:</mark>

Curriculum - Conduct a curriculum audit to see where we are as a district with curriculum in Core, SPED, ELL, and Interventions.

Behavior Management - Provide training in PBIS and MTSS structures and begin to work to have a common approach and language across the entire district. Provide tools and management approaches for teachers and administrators to be able to use in the classrooms and buildings.

Staffing - Increase salaries in all positions in order to be competitive in the local and regional markets. Develop a recruitment and retention plan to bring quality staff to our district.

Technology - Conduct a technology audit that will identify current needs to ensure our students have access to modern technology and current technological standards. This audit should also identify areas to ensure that we maintain a secure network.

<mark>Year Two:</mark>

Curriculum - Purchase curriculum resources and provide training for teachers on new resources using a phased approach. Ensure that the resources are aligned K-6 and 7-12

Behavior Management - Implement a Tiered approach to behavior management K-12.

Staffing - Continue to work on increasing staff salaries. Look at ways to fill open positions and fill staff needs addressed in the Needs Assessment.

Technology - Develop master plan to upgrade technology needs across the district and allocate appropriate monetary resources. Provide training on all technology resources.

USD 373 Building Needs Assessment 2024-2025

Building: Northridge Elementary

STUDENT GROUP: Special Education

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

☐ Exceeds
☐ Meets
☒ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

II. Does the data support your personal perception

☒ **Yes**
☐ **No**

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	(Staffing)

	We need to raise our base salary to be competitive with surrounding districts to be able to recruit and retain quality staff.

Data Point 2:	**(Curriculum)**
	● Not enough Teacher Resource Books for each SPED teacher.
	State Assessments-SPED
	● **Reading (Level one and level two)**
	    ○ 21-22: 84.2%
	    ○ 22-23: 89.47
	    ○ 23-24: No Data Available yet.
	● **Math (Level one and level two)**
	    ○ 21-22: 89.47
	    ○ 22-23: 100%
	    ○ 23-24: No Data Available yet.

Data Point 3:	**(Training)** Staff needs additional training to ensure that processes are common across the district on Webkids, progress reports, para supports, running of IEP Meetings, and de-escalation techniques are needed. 23-24 Professional Development Hours: District directed professional learning - 24 hours Personal learning day - 7 hours Building directed professional learning - 25 hours (must be split between building time and collaboration time) Total - 56 hours
Data Point 4:	**(Infrastructure)** The current seclusion/safe room does not have ventilation ducts, a magnetic locking mechanism and is not tied

	into the fire alarm to best ensure safety.

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	**(Staffing)** We need to fund a licensed PBIS teacher that can help support our tier 3 students that need an alternative learning environment We need a full-time nurse, currently our nurse is split between two buildings. Northridge alone serves several students that require G-tube feeds, we also serve students with diabetes, students with severe allergies, asthma, and other medication needs. The lack of qualified applicants has led us to have positions that are filled with teachers in the process of gaining certification. We currently have several paraeducator positions open and have not had any applicants. This has put additional stress on other staff, who are having to carry the additional workload that we haven't been able to hire. We need to continue to have a full time social worker position. Our students and families have many needs and this staff member provides support that helps our students succeed in school. We need to continue funding for our Social Emotional Aide position. This person runs our Sensory Room, which provides a space for students to regulate, refocus, calm down, and return to class.
DP 2 Caim:	**(Curriculum)** Teachers need curriculum to use in their classrooms that aligns with standards and is leveled for their students, specifically, tier three curriculum needs to be identified and purchased for all special education settings.
DP 3 Claim:	**(Training)**

	Teachers in SPED all need additional training on using Webkids, running of an IEP meeting, communication with families and staff, and de-escalation techniques.
DP 4 Claim:	**(Infrastructure)** Magnetic locking mechanism for seclusion rooms that are also tied into the fire system.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.

Year One:

Staffing -Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

Curriculum - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

Training - Audit current processes for SPED training and ensure that minimum expectations are set. Provide training for minimum expectations. Create a 3 year training program for special education teachers.

Year Two:

Staffing - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

Curriculum - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

Training - Identify next steps for training needs and implement a 3 year training program for Special Education teachers.

Year Three:

Staffing - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

Curriculum - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

Training - Monitor the training program and continue to look for efficiencies.

USD 373 Building Needs Assessment 2024-2025

Building: Northridge Elementary

STUDENT GROUP: ELL

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

I.   Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

☐ Exceeds
☑ Meets
☐ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

II. Does the data support your personal perception

☑ **Yes**
☐ **No**

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	**(Curriculum)** ● Currently, we do not have any curriculum for our ELL subgroup of students.

	State Assessments- Because there are less than 10 ELL students at Northridge there are is no state assessment data
Data Point 2:	**(Staffing)** ● We need to continue to fund the ELL Coordinator supplemental position at each building. ● We need to continue to fund the district ELL coordinator position.
Data Point 3:	**(Training)** ● Training opportunities for the ELL Lead teacher is sporadic.
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	**(Curriculum)** We are in need of curriculum resources for our ELL students.
DP 2 Caim:	**(Staffing)** We need to continue to fund the ELL Coordinator supplemental position at each building. We need to continue to fund the district ELL coordinator position.
DP 3 Claim:	**(Training)** Train staff in ELL instructional practices.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year One:	

Staffing and training - Hire a Full time and fully licensed ELL Teacher to support ELL needs and newcomers in grades 5-8. Ensure teachers have training and instructional tools to use with our ELL populations..

Curriculum- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

Year Two:

Staffing and training - Begin to refine and monitor progress. Additional training for veteran teachers and initial training for new teachers.

Curriculum- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

Year Three:

Staffing and training - Continued refinement and monitoring. Create a cycle for veteran teachers to receive training and commit to initial training for new teachers annually.

Curriculum- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

USD 373 Building Needs Assessment 2024-2025

Building: Northridge Elementary

STUDENT GROUP: At-risk/ MTSS/ General Student Support/ 504/ Homeless
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other
I.   **Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?**

A. Rate this in your building as (select one).

☐ Exceeds
☐ Meets
☑ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

II. Does the data support your personal perception

☑ **Yes**
☐ **No**

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	**(Training)**

	● Our classified staff is expected to teach intervention within the district-approved curriculum, but have not been trained on the curriculum.
Data Point 2:	**(Staffing)** ● Our SEL aides are used daily to help students that are escalated.
Data Point 3:	**(Alternative Learning Environment)** ● At the time data was pulled, our building had 68 behavior referrals, of those 68, 35 were generated by three students. These students not only struggle in the general education setting but also impede the learning of all those around them.
Data Point 4:	**(Truancy)** ● It takes approx. 1 hour- start to finish - for each report when filing with DCF and the County Attorney's office.
Data Point 5:	**(Behavior Management tier 3)** ● Training is needed for Tier 3 support/resources for our social worker, principal, and SEL aides.
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	**(Training)** Our building needs training for quality implementation of MTSS procedures and processes Our classified staff (aides and paras) need training in Pathways to Reading
DP 2 Caim:	**(Staffing)** We need to continue funding for our Social Emotional Aide position. This person helps in our refocus room, which provides a space for students to regulate, refocus, calm down, and return to class.

DP 3 Claim:	**(Alternative Learning Environment)** We have a diverse population of students and need to have an adequate, fully funded alternate learning environment. There is a great need for students to have an alternate environment in order to help them find success academically and behaviorally. Within this, we would want to identify processes for students to enter and transition back to their assigned neighborhood school.
DP 4 Claim:	**(Truancy)** The current process is cumbersome and extremely time-consuming. We are needing a clear process of who will document and communicate absences with parents, before it gets to an extreme point. We need clear consequences and accountability for not following school guidelines for attendance.
DP 5 Claim:	**(Behavior Management tier 3)** Training is needed for Tier 3 support/resources for our social worker/principal and SEL aides.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.

Year One: **Alternative Learning Env/School** -Pilot an alternative learning environment for K-4. (Could be housed at NR) **Curriculum and Staffing**- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.
Year Two: **Alternative Learning Env/School** - Implement plan to expand alternative learning environment to all K-4 buildings **Curriculum and Staffing** - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.
Year Three: **Alternative Learning Env/School** - Commit to reviewing processes and procedures for students to enter and exit the Alternative programs within schools.

Curriculum and Staffing- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

Building: Northridge Elementary

Additional Needs:

Department	Need(s)	Departmental response/validation
Maintenance/custodial	Additional custodial staffing is needed. May need to increase hourly pay to attract more qualified applicants. Intercom speakers, not all the hallways have intercom speakers, this is a safety issue	
Technology	Our building would like walkie-talkies in order to communicate within the building.	
Transportation	All drivers need continuous training on de-escalation techniques District vehicles need to be updated. This is one of the first things other districts see when we visit other schools. Quality, updated vehicles project a positive image of Newton. Scheduling for SPED transportation is a need Additional drivers needed district-wide	
Food Service	There needs to be equality among buildings as it pertains to food service.	

Communications	Additional training on the website and Connect 5	
Other (please specify)		

Building: Opportunity Academy

Rose Capacities: Is every child in your school provided at least the following capacities? (ANSWER YES OR NO)	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
5. 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

Building: Opportunity Academy

STUDENT GROUP: General Education
Possible Focus Areas: Attendance/Truancy,
I.   **Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?**
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☑ ~~Progressing~~
B. Provide any anecdotal evidence to support your perception in the cell below. Our building data shows that we need to improve student attendance, this is a direct result of Harvey County DA not pursuing truancy.
II. Does the data support your personal perception
☑ ~~Yes~~ ☐ **No**
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	Data Point 1: High School attendance rates Q1: 78% Q2: 66% Q3: 63%

	Overall: 69%
Data Point 2:	Data Point 2: Absences/Day Q1: 11.5 Q2: 14.5 Q3: 19 Q4 (4/22): 19.5 Overall: 15.5
Data Point 3:	Data Point 3: Truancy Letters as of 4/22 3 in a row: 23 students 5 in a semester: 48 students 7 in a year: 48 students
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	There is a direct correlation between attendance and courses completed. Staff and admin have been diligent about filing truancy on a consistent basis. Further assistance from the County Attorney could have a major impact on lowering that number.
DP 2 Caim:	With the increase in days absent per Quarter we have also seen a slow in slow in completed courses. Additionally the lack of involvement on the part of the Harvey County attorney has increased the attendance issue throughout the year. Students have learned there are little to no consequences for missing school.
DP 3 Claim:	The lack of involvement from the County Attorney has exacerbated the issue of students not showing up to school, thus having nearly half the enrollment truant.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	

Year One: We will implement a building level attendance policy and set program. Students will have school attendance requirements to be able to retain their spot from one quarter to the next. We hope to have an attendance rate improved to 80% for the building.
Year Two: Work to continually improve on and tweak attendance policy based on perceived areas of weakness and get the County attorney on board with supporting us in our need to get kids to school to limit dropouts. Improve attendance rate as a building to 85%.
Year Three: Improve attendance rate as a building to 90%. We will also look to incentivize positive attendance. And continue to work with Harvey County Attorney.

Building: Opportunity Academy

STUDENT GROUP: Special Education
Possible Focus Areas: Grades/Academic Success
I. **Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?**
A. Rate this in your building as (select one). ☑ ~~Exceeds~~ ☐ Meets ☐ Progressing
B. Provide any anecdotal evidence to support your perception in the cell below. Our subgroup needs can be best met for students who are classified as LD, ED, OHI, and some Autism. Outside of that classification we have struggled to provide adequate services. We are rather successful with all SPED students but when we get one that does not fit within these subgroups we really struggle to assist them academically. Also, we do not want to have more than 50% of the population on an IEP.
II. Does the data support your personal perception
☑ ~~Yes~~ ☐ No
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	Student is chronically absent with a 19.11% absentee rate.

Data Point 2:	Student has yet to complete a course. She is about 75% done with course that she has been working on for nearly 3 quarters
Data Point 3:	The student is completing roughly 1 activity per day compared to the rest of the school population.

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	We have one student who is struggling significantly with school due to her low reading level and multiple disabilities and barriers to learning.
DP 2 Caim:	This is because the student's reading level is so low that she is unable to do most of the work. The content and her multiple diagnoses make it hard to educate her with the provided materials on Edgenuity.
DP 3 Claim:	Students without some of the basic abilities struggle to find success. Most of our students on IEPs are nearly identical to the rest of the student population.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.
Year One: Continue screening IEPs and incoming EmberHope students to make sure that we can serve the student appropriately with our limited online academic coursework. We must continue to serve students that can academically handle the set up of online learning.
Year Two: Continue screening IEPs and incoming EmberHope students to make sure that we can serve the student appropriately with our limited online academic coursework. We must continue to serve students that can academically handle the set up of online learning.

Year Three: Continue screening IEPs and incoming EmberHope students to make sure that we can serve the student appropriately with our limited online academic coursework. We must continue to serve students that can academically handle the set up of online learning.

USD 373 Building Needs Assessment 2024-2025

Building: Opportunity Academy

STUDENT GROUP: At-risk/ MTSS/ General Student Support/ 504/ Homeless
Possible Focus Areas: Attendance/Truancy, Grades, At-Risk Factors
I.   Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☑ ~~Progressing~~
B. Provide any anecdotal evidence to support your perception in the cell below. The more students are at school the more work they will get done. Students will graduate sooner making it possible to help more students.
II. Does the data support your personal perception
☑ ~~Yes~~ ☐ **No**
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	Data Point 1: Truancy High School attendance rates Q1: 78% Q2: 66% Q3: 63% Overall: 69%

Data Point 2:	Data Point 2: Progress on Edgenuity Activity Completion Rate (attended days only) Q1: 7.31 act/day (9.45) Q2: 6.13 act/day (9.06) Q3: 5.64 act/day (8.89) Overall: 6.32 act/day (9.14)
Data Point 3:	Students do 50% more work when they are at school. Students complete a class every 7 days in attendance. Students complete a class on average every 10 school days but due to attendance it takes almost 50% longer.

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	Building attendance is poor at best. Students do not have consequences from those enforcing truancy therefore they continue to miss days. Truancy has gotten worse the more we have reported it. We have reported it weekly since the 2nd quarter with zero follow through from the county.
DP 2 Caim:	The drop in activities per day is a direct reflection in the poor attendance. We take the activities completed divided by days, if a student is not present and does not complete activities it reflects as a drop in productivity. Less productivity results in fewer kids graduating or kids taking longer to graduate.
DP 3 Claim:	Increased attendance will improve our course completion rate. On average our students can complete a class every 7 school days on average. The problem is that with our poor attendance the building class completion rate is up near 10 school days to complete a class. Increased attendance rate will improve the amount of classes completed in a year and thus improve the number of graduates and provide more opportunity to serve more students in our program.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.
Year One: We would see students complete about 6.5 activities per day.

Year Two: We would see an increase to 7 activities per day.

Year Three: Maintain a consistent 7 activities per day for each student. By raising the average we can improve the overall success of the student body in terms of courses completed.

USD 373 Building Needs Assessment 2024-2025

Building: Building: Opportunity Academy

Additional Needs:

Department	Need(s)	Departmental response/validation
Maintenance/custodial		
Technology	We could use a new projector in Laurie Behymer's room. It is getting up there in age.	Request through Capital Outlay fall of 24.
Transportation	OA needs a Car or Van to provide transportation to at-risk students that may not be able to get to school some days but want to come to school. We are in desperate need of the ability to get kids to school. Our attendance is struggling at times and some days kids can come but cannot get to the building. It would be nice to have a car to pick up kids.	Sheila Zwahlen
Food Service	Opportunity Academy would benefit greatly from a kitchen where food service can prepare meals for breakfast and lunch for students. We also need a delivery driveway paved for deliveries. We partner with EmberHope and this would be a capital request from their end. Benefits for students and staff would include, hot breakfast, in house prepared meals, not needing to rely on deliveries when we have kids arrive late and are short on food. This would allow for our food service person to also prepare food in the building and not have to travel before and after.	Elaine Gaeddert

Communications		
Other (please specify)		

USD 373 Building Needs Assessment 2024-2025

Building: Santa Fe 5/6 Center

Rose Capacities: Is every child in your school provided at least the following capacities? (ANSWER YES OR NO)	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
5. 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

STUDENT GROUP: General Education

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

I.   Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
- ☐ Meets
- ☑ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

II. Does the data support your personal perception

- ☑ Yes
- ☐ No

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	**(Curriculum-Core)**
	State Assessments-All Students
	● **Reading (Level1/Level2):**
	    ○ **21-22: 45.64%/29.81%**
	    ○ **22-23: 37.11%/32.38%**
	    ○ **23-24: No Data Available yet.**
	● **Math (Level1/Level2)::**
	    ○ **21-22: 50.8%/33.86%**
	    ○ **22-23: 54.13%/34.04%**
	    ○ **23-24: No Data Available yet.**

	● Many content groups have not been able to attend quarterly training at the District Office due to lack of substitute coverage across the district.

Data Point 2:	**(Curriculum-Intervention)**
	● We have limited resources to use. We do not have a full set of Curriculum for Tiered Interventions.
	State Assessments-All Students
	● **Reading (Level1/Level2):**
	  ○ 21-22: 45.64%/29.81%
	  ○ 22-23: 37.11%/32.38%
	  ○ 23-24: No Data Available yet.
	● **Math (Level1/Level2)::**
	  ○ 21-22: 50.8%/33.86%
	  ○ 22-23: 54.13%/34.04%
	  ○ 23-24: No Data Available yet.

Data Point 3:	**(Behavior Management)**
	● **Office Referrals**
	  ○ 21-22: 437
	  ○ 22-23: 499
	  ○ 23-24: As of March 4, 2024 we have had 364.
	● **OSS**
	  ○ 21-22: 88
	  ○ 22-23: 96
	  ○ 23-24: As of March 4, 2024, we have had 77.

Data Point 4	**(Staffing)** ● Each year we are losing teachers to other districts for a variety of reasons. In the 22-23 school year, SF had to hire 9 new certified positions. We currently have 4 IR Para positions, 1 ED Para position, and 1 Aide position open. A second Aide position will be open for next year. We rarely have applicants for classified positions.
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	

DP 1 Claim:	**(Curriculum-Core)** New curriculum was added in the 22-23 school year in ELA, Math, and Science. High quality training is necessary for staff to have a strong grasp on the concepts. Additionally, training in high quality/ standards based instructional practices is needed.
DP 2 Caim:	**(Curriculum-Intervention)** We need additional resources and training for high quality Tier II and III reading and math interventions. A continued need for training for quality implementation of MTSS procedures and processes Our classified staff needs training in the current curricular resources.
DP 3 Claim:	**(Behavior Management)** Training needed for Tier 1 and Tier 2 supports/resources for teachers to expand their toolboxes for in class interventions and supports.
DP 4 Claim:	**(Staffing)** The lack of qualified applicants has led us to leave some positions unfilled. We currently have several classified positions open and have not had any applicants. This has put additional stress on other staff, who are having to carry the additional workload that we haven't been able to hire. We need a full time nurse. Santa Fe has shown an increase in medical needs of students. ie..Medications, students with diabetes, seizures, etc Another need we continue to have is to continue to have full time building subs in each building. Additionally, a significant increase to the base salary would be helpful in competing with regional districts' payscale. Lastly, a significant need for substitute teachers is desired.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.

Year One:
Curriculum - Conduct a curriculum audit to see where we are as a district with curriculum in Core, SPED, ELL, and Interventions.
Behavior Management - Provide training in PBIS and MTSS structures and begin to work to have a common approach and language across the entire district. Provide tools and management approaches for teachers and administrators to be able to use in the classrooms and buildings.
Staffing - Increase salaries in all positions in order to be competitive in the local and regional market. Develop a recruitment and retention plan to bring quality staff to our district.
Technology - Conduct a technology audit that will identify current needs to ensure our students have access to modern technology and current technological standards. This audit should also identify areas to ensure that we maintain a secure network.

Year Two:
Curriculum - Purchase curriculum resources and provide training for teachers on new resources using a phased approach. Ensure that the resources are aligned K-6 and 7-12
Behavior Management - Implement a Tiered approach to behavior management K-12.
Staffing - Continue to work on increasing staff salaries. Look at ways to fill open positions and fill staff needs addressed in the Needs Assessment.

Technology - Develop master plan to upgrade technology needs across the district and allocate appropriate monetary resources. Provide training on all technology resources.

Year Three: **Curriculum** - Continue to follow a rotation for the purchasing and implementation of new curriculum on a year to year basis.   **Behavior Management** - Continue to monitor and make adjustments to plans to be sure that the plans are targeting district trends. Ongoing training for new and veteran staff is essential.   **Staffing** - Continue to look for efficiencies in departments and buildings.   **Technology** - Continue to implement the plan and provide continued training on all technology purchases.

Building: Santa Fe 5/6 Center

STUDENT GROUP: Special Education
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other
I.   **Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?**
A. Rate this in your building as (select one).   ☐ Exceeds   ☐ Meets   ☑ Progressing
B. Provide any anecdotal evidence to support your perception in the cell below.
II. Does the data support your personal perception
☑ **Yes**   ☐ **No**

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	**(Staffing)** ● **We currently have 4 IR Para positions, 1 ED Para position, and 1 Aide position open. A second Aide position will be open for next year. We rarely have applicants for classified positions.**

Data Point 2:	**(Curriculum)**
	● **Not enough Teacher Resource Books for each SPED teacher. Currently share books across the district and it leaves the buildings short.**
	State Assessments-SPED
	● **Reading (Level1/Level2)**
	   ○ **21-22: 79.85%/14.17%**
	   ○ **22-23: 74.71%/18.39%**
	   ○ **23-24: No Data Available yet.**
	● **Math (Level1/Level2)**
	   ○ **21-22: 81.34%/17.16%**
	   ○ **22-23: 91.95%/5.74%**
	   ○ **23-24: No Data Available yet.**

Data Point 3:	**(Training)** ● **Additional training to ensure that processes are common across the district on Webkids, progress reports, para supports, running of IEP Meetings, and de-escalation techniques are needed.**
Data Point 4:	**(Infrastructure)** ● **The current seclusion/safe room does not have ventilation ducts, a magnetic locking mechanism, etc to best ensure safety.** ● **There is a great need for a restroom and kitchenette in the IDD classroom. This will allow a greater level of privacy and allow for stronger life skills teaching.**
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	**(Staffing)** The lack of qualified applicants has led us to have positions that are filled with teachers in the process of gaining certification. We currently have several paraeducator positions open and have not had any applicants. This has put additional stress on other staff, who are having to carry the additional workload that we haven't been able to hire. We

	need a full time nurse. Santa Fe has shown an increase in medical needs of students. ie..Medications, students with diabetes, seizures, etc. Additionally, consider hiring a district para facilitator to work with building principals on recruiting and hiring paraeducators. This would help to ensure equitable distribution of para educators and that highest priority positions are being filled first.	
DP 2 Caim:	**(Curriculum)** Teachers need curriculum to use in their classrooms that aligns with standards and is leveled for their students, specifically, tier three curriculum needs to be identified and purchased for all special education settings.	
DP 3 Claim:	**(Training)** Teachers in SPED all need additional training on using Webkids, running of an IEP meeting, communication with families and staff, and de-escalation techniques. Additional training for class within a class supports.	
DP 4 Claim:	**(Infrastructure)** Magnetic locking mechanism for seclusion rooms at SF. Also, a kitchenette and restroom needs to be added in the IDD classroom.	

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.
Year One: **Staffing** -Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. **Curriculum** - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. **Training** - Audit current processes for SPED training and ensure that minimum expectations are set. Provide training for minimum expectations. Create a 3 year training program for special education teachers.
Year Two: **Staffing** - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. **Curriculum** - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. **Training** - Identify next steps for training needs and implement a 3 year training program for Special Education teachers.
Year Three: **Staffing** - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. **Curriculum** - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections. **Training** - Monitor the training program and continue to look for efficiencies.

Building: Santa Fe 5/6 Center

STUDENT GROUP: ELL
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other
I.   Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☑ Progressing
B. Provide any anecdotal evidence to support your perception in the cell below.
II. Does the data support your personal perception
☑ **Yes** ☐ **No**
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	**(Staffing)**
	State Assessments-ELL
	● **Reading (Level1/Level2):**
	    ○ **21-22: 84.61%/15.38%**
	    ○ **22-23: 91.66%/8.33%**
	    ○ **23-24: No Data Available yet.**
	● **Math (Level1/Level2)::**
	    ○ **21-22: 92.3%/7.69%**

	○ **22-23: 91.66%/8.33%** ○ **23-24: No Data Available yet.** **The number of students for 1 ELL Aide is too great. An additional position would allow SF to better support students in the general education system.**
Data Point 2:	**(Curriculum)** ● **Currently, we do not have any curriculum for our ELL subgroup of students.**
Data Point 3:	**(Training)** ● **Training opportunities for the ELL Lead teacher is sporadic.**

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	**(Staffing)** We are in need of a full time ELL teacher and we need to continue to fund the ELL Coordinator position. Santa Fe is on Comprehensive Support Interventions through the KSDE due to lack of growth with our ELL population on the Kansas State Assessments Program.
DP 2 Caim:	**(Curriculum)** We are in need of curriculum for our ELL population, both for the ELL teacher/para and the general education teacher to have access to.
DP 3 Claim:	**(Training)** Train staff in ELL instructional practices.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
	Year One: **Staffing and training** - Hire a Full time and fully licensed ELL Teacher to support ELL needs and newcomers in grades 5-8. Ensure teachers have training and instructional tools to use with our ELL populations.. **Curriculum**- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.
	Year Two: **Staffing and training** - Begin to refine and monitor progress. Additional training for veteran teachers and initial training for new teachers. **Curriculum**- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

Year Three:

Staffing and training - Continued refinement and monitoring. Create a cycle for veteran teachers to receive training and commit to initial training for new teachers annually.

Curriculum- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

USD 373 Building Needs Assessment 2024-2025

Building: Santa Fe 5/6 Center

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

II. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
- ☐ Meets
- ☑ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

II. Does the data support your personal perception

- ☑ Yes
- ☐ No

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	**(Alternative Learning Env./School)** **State Assessments-All Students** ● **Reading (Level1/Level2):** 　○ **21-22: 45.64%/29.81%** 　○ **22-23: 37.11%/32.38%** 　○ **23-24: No Data Available yet.** ● **Math (Level1/Level2)::** 　○ **21-22: 50.8%/33.86%** 　○ **22-23: 54.13%/34.04%**

	○ **23-24: No Data Available yet.**

	(Behavior Management)
	● **Office Referrals**
	  ○ **21-22: 437**
	  ○ **22-23: 499**
	  ○ **23-24: As of March 4, 2024 we have had 364.**
	● **OSS**
	  ○ **21-22: 88**
	  ○ **22-23: 96**
	  ○ **23-24: As of March 4, 2024, we have had 77.**
	
	(Attendance)
	● **Attendance Data - Daily Attendance Rates**
	  ○ **21-22: 91.59%**
	  ○ **22-23: 92.69%**
	  ○ **23-24: As of March 1, 2024 - 93.81%**
	● **Attendance Data - Chronic Absenteeism**
	  ○ **21-22: 8.05%**
	  ○ **22-23: 7.03%**
	  ○ **23-24: As of March 1, 2024 - 6.83%**

Data Point 2:	**(Curriculum)**
	State Assessments-All Students
	● **Reading (Level1/Level2):**
	  ○ **21-22: 45.64%/29.81%**
	  ○ **22-23: 37.11%/32.38%**
	  ○ **23-24: No Data Available yet.**
	● **Math (Level1/Level2)::**
	  ○ **21-22: 50.8%/33.86%**
	  ○ **22-23: 54.13%/34.04%**
	  ○ **23-24: No Data Available yet.**

Data Point 3:	**(Truancy)** ● **It takes approx. 1 hour- Start to finish - For each report when filing with DCF and the County Attorney's office.**
Data Point 4	**(Staffing)** ● **We have had the Aide position open for at least 2 school years. We have been able to hire an applicant though it will be a short timed hire.**

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)

DP 1 Claim:	**(Alternative Learning Env./School)** We have a diverse population of students and need to have an adequate, fully staffed alternate learning environment. There is a great need for students to have an alternate environment in order to help them find success academically and/or behaviorally. Within this, we would want to identify processes for students to enter and transition back to their assigned neighborhood school.
DP 2 Claim:	**(Curriculum)** We need additional resources and training for high quality Tier II and III reading and math interventions. A continued need for training for quality implementation of MTSS procedures and processes Our classified staff needs training. Additionally, a SECD based curriculum, such as Second Step, would be beneficial for Tier 1, Tier 2, and Tier 3 teaching and support.
DP 3 Claim:	**(Truancy)** The current process is cumbersome and extremely time consuming.
DP 4 Claim:	**(Staffing)** We need an At-Risk Student Support position to help support students who are in ISS and/or need emotional/attendance supports. Additionally, a district position to assist with SECD needs could be helpful.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.

Year One: **Alternative Learning Env/School** - Begin looking for a location to house an expanded alternative learning environment for the district. **Curriculum and Staffing**- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.
Year Two: **Alternative Learning Env/School** - Implement plan to expand alternative learning environment to include students in grades K-12

Curriculum and Staffing - Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

Year Three:
Alternative Learning Env/School - Commit to reviewing processes and procedures for students to enter and exit the Alternative School
Curriculum and Staffing- Please see the General Education section. It highlights General Education, Special Education, ELL, and At-Risk/Intervention sections.

USD 373 Building Needs Assessment 2024-2025

Building: Santa Fe 5/6 Center

Additional Needs:

Department	Need(s)	Departmental response/validation
Maintenance/custodial	- Additional custodial staffing is needed with the increase in space as the gym at SF comes back online after renovations. - May need to increase hourly pay to attract more qualified applicants. - Training for custodial services for what chemicals to use and how to use them.	- Principal met with the Director of Facilities. We are just outside of the sq footage per person which would not increase personnel. - Both agree on the last two items.
Technology	- Projectors and/or smart tv's, Smartboards, and document cameras in the classrooms are aging. There is no budget available to upgrade these devices to newer, more relevant technology. Replacing these devices is very expensive and not something that we can afford at the building level. Ensuring that all classrooms have an equitable amount of technology is important. - Ensuring we are up to date with current trends and network security is essential.	Principal met with the Director of Technology. Both agree on these as needed items.
Transportation	- Training in de-escalation would be helpful - May need to increase hourly pay to attract more qualified applicants. - Strategic in town bus route with stops in high truancy areas.	Principal met with the Director of Transportation. Both agree on these as needed items.
Food Service	Students need a greater amount of food on their plates.	
Communications	N/A	Principal met with the Director of Communication. Both agree on these

		as needed items.
Other (please specify)	● SPED: Magnetic locking mechanism for seclusion rooms ● SPED: Restroom and Kitchenette for IDD Classroom	● Principal met with the Director of SPED. Both agree on these as needed items.

USD 373 Building Needs Assessment 2024-2025

Building: Slate Creek

Rose Capacities: Is every child in your school provided at least the following capacities? (ANSWER YES OR NO)	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
5. 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

STUDENT GROUP: General Education

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

I.   Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
- ☐ Meets
- ☑ ~~Progressing~~

B. Provide any anecdotal evidence to support your perception in the cell below.

II. Does the data support your personal perception

- ☑ ~~Yes~~
- ☐ No

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	**(Staffing)** - Our building sub is used to cover staffing shortages across the district. Do we know how many days weekly on average our building sub is out of the building covering other shortages at other schools? - All 5 specials teachers are <u>not</u> full time at SC. - None of our paras and aides have training on all resources (math, reading, writing, social studies, science, and behavior interventions [CD]) - We currently have 2.5 unfilled para or aide positions.

USD 373 Building Needs Assessment 2024-2025

Data Point 2:	**(Curriculum-Intervention)** **State Assessments-All Students** ● **Reading (Level one and level two all students):** 　○ 21-22: 79% (3rd Grade) 69% (4th Grade) 　○ 22-23: 74% (3rd Grade) 78% (4th Grade) 　○ 23-24: No Data Available yet. ● **Math (Level one and level two all students):** 　○ 21-22:76% (3rd Grade) 66% (4th Grade) 　○ 22-23: 45% (3rd Grade) 80% (4th Grade) 　○ 23-24: No Data Available yet.
Data Point 3:	**Class Size** ● Number of students per teacher

Building: Slate Creek

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)

	STUDENT GROUP: Special Education
(Staffing)	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
DP 1 Claim:	Lack of qualified staff (aides, paras, and sub). Additionally, specials teachers split duty at multiple schools impacting student learning opportunities.

I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

Potentially add a behavior interventionist / aide to help with behaviors, especially younger grade levels.
Full-time specials teachers could open up more possibilities with extension activities, etc.

A. Rate this in your building as (select one).

☐ Exceeds
☐ Meets
☑ Progressing

DP 2 Claim:	**(Curriculum-Intervention)** We need additional resources and training for high-quality Tier II and III reading and math interventions. A continued need for training for quality implementation of MTSS procedures and processes. Our classified staff needs training in the current curriculum. Increase in rigor through DOK trainings.
DP 3 Claim:	**(Class Size)** Most of the class sizes exceed 18 students, which negatively impacts student learning opportunities and behavior.

B. Provide any anecdotal evidence to support your perception in the cell below.	

II. Does the data support your personal perception

☑ ~~Yes~~

☐ **No**

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	**Staffing-** Nursing hours at each building, times nurses have had to move between buildings (emergency/special meds)? Number of daily specific med given to students (maybe beyond secretary skills) IEP min- not covered (para absent) (Teacher pull out minutes- for meetings) Paraeducator pay compared to surrounding area (including non-education jobs) Current count of open para and classroom aide positions Record of WebKids after hours logins
Data Point 2:	**Resources-** No curriculum current exists to meet student needs (see IEP and teacher observation for skill level) Funds to purchase cause and effect learning items
Data Point 3:	

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)

DP 1 Claim:	(Staffing) We need a full-time nurse, currently our nurse is split between two buildings. Slate Creek alone serves several students that require G-tube feeds, many students receiving medicine throughout the day. Not enough para support for coverage of min. The lack of qualified applicants has led us to have positions that are filled with teachers in the process of gaining certification. We currently have several paraeducator positions open and have not had any applicants. This has put additional stress on other staff, who are having to carry the additional workload that we haven't been able to hire.This has put additional stress on other staff, who are having to carry the additional workload of staff that we haven't been able to hire. Lack of plan time for Sped Teachers due to student need.
DP 2 Caim:	(Resources) We are in need of curriculum for 2 and 3 year olds for students in kindergarten functioning at that level. Extreme differentiation like this is very difficult for teachers to accommodate in the general setting especially for C minutes.
DP 3 Claim:	

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.
Year One: Pay incentive for aides/ paras
Year Two:
Year Three:

USD 373 Building Needs Assessment 2024-2025

Building: Slate Creek

STUDENT GROUP: ELL
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other
I. **Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?**
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☑ ~~Progressing~~
B. Provide any anecdotal evidence to support your perception in the cell below.
II. Does the data support your personal perception ☑ ~~Yes~~ ☐ **No**
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	**Staffing:** ● 3 bi-lingual staff ● 2 ELL staff (one certified and one classified) ● 5 ESOL endorsed staff ● # of Newcomers in 23/24
Data Point 2:	**Resources:**

	● No current ELL curriculum
Data Point 3:	**Technology:**

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	(Staffing)- We are becoming The New Comer school for the district. With this, we will need some more bi-lingual ELL staff to meet the needs of these new students coming in. Need Parent Advocate for non-english speaking families
DP 2 Caim:	(Resources)- Need for curriculum materials pre-translated materials for students and parents, prepared visuals with translated vocabulary, multicultural materials for use in classrooms,
DP 3 Claim:	(Technology)- Translating for students and parents on a regular basis.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.
Year One: Document of pre-translated comments for report cards, notes home, field trip reminders… ask/surveys ELL families what they want to hear more about from school/what they struggle to communicate to school,
Year Two: Create strategies based upon survey to better assist our ELL families
Year Three: Parent advocate

USD 373 Building Needs Assessment 2024-2025

Building: Slate Creek

STUDENT GROUP: At-risk/ MTSS/ General Student Support/ 504/ Homeless
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☑ ~~Progressing~~
B. Provide any anecdotal evidence to support your perception in the cell below.
II. Does the data support your personal perception
☑ ~~Yes~~ ☐ No
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	**Attendance/Truancy** 94.01% Average Daily Attendance 19% of student body requiring doctor notes (10 or more days absent)
Data Point 2:	**Behaviors** 162 ODRs

	19 on school-based PV 9 CPI trained staff members Numerous classroom evacuations
Data Point 3:	**Staffing** Currently have 1 classified and 1 certified ELL bilingual staff member, next year our building will be housing all Newcomer elementary students for the district. Currently have 4.5 classified aide positions for 10 classrooms Current classified compensation? Current salary schedule for certified compared to surrounding districts is lower.
Data Point 4:	**Early Education** Depending on the year, approximately less than 20% of kinder population went to Cooper Some families with access to Cooper can't stay at Cooper longer even if child needs more preK due to age requirements
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	Attendance/Truancy: We are needing a clear process of who will document and communicate absences with parents, before it gets to an extreme point. We need clear consequences and accountability for not following school guidelines for attendance.
DP 2 Caim:	Behaviors: We need better options for dealing with extreme behavior in a general education setting. We need a specialized classroom that has staff with additional behavioral training, but does not require an IEP. This would include a change to protocols/laws so that students could be in an alternative setting without waiting the 6 weeks for data or testing. We need a true seclusion room to be able to deal with violent behaviors.
DP 3 Claim:	Staffing: We need access to a licensed therapist, a trained PBIS teacher, bilingual staff, and additional aides. We need to be able to compensate employees enough to stick around.
DP 4 Claim:	Early Education: All of our students need access to quality early education to prepare them to be successful in the elementary setting. Although we do have one district option, there are very few other PreK options especially those that can be afforded by our at risk students. Within building PreK we could begin serving the students in our area with a much easier transition to kindergarten.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year One:	

Year Two:
Year Three:

Building: **Slate Creek**

Additional Needs:

Department	Need(s)	Departmental response/validation
Maintenance/custodial	Guttering & Drainage, Seclusion room safety updates, fencing on playground near creek, blocking traffic for one-way reinforcement, new marque,	
Technology	3-5 More Walkie-Talkies (little ones), Smart TV in office for rolling announcements,	
Transportation		
Food Service		
Communications		
Other (please specify)		

USD 373 Building Needs Assessment 2024-2025

Building: South Breeze

Rose Capacities: Is every child in your school provided at least the following capacities? (ANSWER YES OR NO)	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	No
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
5. 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

USD 373 Building Needs Assessment 2024-2025

Building: South Breeze

STUDENT GROUP: General Education

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

I.   Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
- ☐ Meets
- ☑ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below. The number of referrals have increased dramatically since last year. Expectations for office referrals are more clear and the reporting of referrals is more consistent this year. As a school, South Breeze created an office referral flow chart with behaviors defined this year.

II. Does the data support your personal perception

- ☑ **Yes**
- ☐ **No**

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	2022-23 school year reported office discipline referrals totaled 158.

Data Point 2:	As of 2/14/24, we have 355 office referrals submitted. In previous years, office discipline referrals were not entered into Infinite Campus with fidelity. There have been clear expectations for documenting behavior in IC this year resulting in higher office referrals.
Data Point 3:	Locations of incidents: Classroom 137, Outside 84, Transportation 54, Hallway 24, Cafeteria 23, Restrooms 12, Gym 8, Other on campus 8, Other off campus 4, Sponsored activity off campus 1.

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)

DP 1 Claim:	**(SEL-Intervention)** We need additional resources and training for high quality Tier II and III SEL interventions. A continued need for training for quality implementation of MTSS procedures and processes.
DP 2 Caim:	**(Behavior Management)** Training needed for Tier 1 and Tier 2 supports/resources for teachers to expand their toolboxes for in class interventions and supports.
DP 3 Claim:	**(Staffing)** The lack of qualified applicants has led us to leave some positions unfilled. We currently have several classified positions open and have not had any applicants. This has put additional stress on other staff, who are having to carry the additional workload that we haven't been able to hire. We have a full-time SEL aide position that has been unfilled all year. There are several general classroom aide and special education para positions that are unfilled at this time. Additionally, a significant increase to the base salary would be helpful in competing with regional districts' payscale.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.

Year One: Complete conscious discipline modules (SEL/Behavior Management); Recruitment efforts for classified positions (staffing), fill SEL aide position
Year Two: Pay scale review (classified/certified staffing); continue recruitment efforts; training for SEL aide
Year Three: Continue training for SEL aide

USD 373 Building Needs Assessment 2024-2025

Building: South Breeze

STUDENT GROUP: Special Education
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other
I.   Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
- ☐ Meets
- ☑ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

II. Does the data support your personal perception

- ☑ Yes
- ☐ No

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	**(Staffing)** We currently have 1 Interrelated paraeducator, 2 structured learning paraeducators, 3 Aide positions and 1 SEL aide position open at this time.
Data Point 2:	**(Infrastructure)** The current seclusion/safe room does not have ventilation ducts, a magnetic locking mechanism, etc to best ensure safety.

Data Point 3:	**(Training)** Additional training to ensure that processes are common across the district on Webkids, progress reports, para supports, running of IEP Meetings, and de-escalation techniques are needed.

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)

DP 1 Claim:	**(Staffing)** The lack of qualified applicants has led us to leave some positions unfilled. We currently have several classified positions open and have not had any applicants. This has put additional stress on other staff, who are having to carry the additional workload that we haven't been able to hire. We have a full-time SEL aide position that has been unfilled all year. There are several general classroom aide and special education para positions that are unfilled at this time. Additionally, a significant increase to the base salary would be helpful in competing with regional districts' payscale.
DP 2 Caim:	**(Behavior Management/Training)** Training needed for all tier supports/resources for teachers to expand their toolboxes for in class interventions and supports. Paraeducators need additional training to deepen their understanding of exceptionalities and Pathways.
DP 3 Claim:	**(Infrastructure)** Magnetic locking mechanisms and adequate ventilation is needed in the safe rooms at South Breeze.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.

Year One: Fill all classified positions through a district-wide hiring fair once per quarter. Classified positions need a yearly increase in pay or some incentive for longevity. Completion of the safe-room upgrades. Continue Conscious Discipline modules for teachers, paras, and aides.
Year Two: Onboarding for new classified hires with set training targeting new paras/aides. Targeted behavior management training for new teachers. New to the district teachers need a schedule to catch up on the Conscious Discipline modules.
Year Three: Classified pay scale/incentives continue to be modified to make appropriate raises and/or incentives to keep staff. Refine Conscious Discipline practices.

Building: South Breeze

STUDENT GROUP: ELL
Focus Area: Data that identifies specific needs and material to assess improvement. Timeline for implementation and testing.
I.   Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☑ Progressing
B. Provide any anecdotal evidence to support your perception in the cell below.
II. Does the data support your personal perception
☑ **Yes** ☐ **No**
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	**(Staffing)**
	State Assessments-ELL
	
	● Reading (Level1/Level2):
	  ○ 21-22: 70.86%/24.08%
	  ○ 22-23: 70.37%/24.54%
	  ○ 23-24: No Data Available yet.
	● Math (Level1/Level2):
	  ○ 21-22: 65.84%/28.16%
	  ○ 22-23: 62.71%/29.62%

	○ 23-24: No Data Available yet. The number of students for 1 ELL Aide is too great. An additional position would allow SB to better support students in the general education system.
Data Point 2:	**(Training)** Additional training is needed for the new reading newcomer curriculum
Data Point 3:	**(Curriculum)** Currently, the only curriculum for our ELL subgroups is for newcomers

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	**(Staffing)** Our ELL lead teacher and ELL para do not have enough time in the day to cover all the needs of our students.
DP 2 Caim:	**(Curriculum)** We are in need of curriculum for our ELL population, both for the ELL teacher/para and the general education teacher to have access to. We just adopted a newcomer curriculum. We need time with the curriculum to see how it correlates to the classroom curriculum to determine how to better assist newcomers in the classroom. We also need assessment materials that allow us to identify specific skills to focus on to see improvement.
DP 3 Claim:	**(Training)** Train staff in ELL instructional practices.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.
Year One: Training with Wonders ELL Newcomer curriculum. Research ELL diagnostic assessment materials. Staff training. Hire additional ELL para.
Year Two: Continue training. Purchase diagnostic materials.
Year Three: Adjust to population need.

Building: South Breeze

STUDENT GROUP: At-risk/ MTSS/ General Student Support/ 504/ Homeless
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
- ☐ Meets
- ☑ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

II. Does the data support your personal perception

- ☑ Yes
- ☐ No

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	**(Training)** SAEBRS: Percent of student in high risk/some risk per grade level: Kindergarten- 1%/8% 1st- 2%/15% 2nd- 2%/14% 3rd- 2%/15% 4th- 1%/10%

Data Point 2:	**(Truancy)** Report 3/25/24 shows we currently have 24 students who are chronically absent with 10 or more days absent this school year.
Data Point 3:	**(Alternative Learning Env./School)** Percent of students per grade level who have been in GEI process for multiple years for behavioral concerns: K 0% 1st: 5% 2nd: 5.5% 3rd: 11% 4th: 4.7%

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	**(Training)** Training for administration on 504 requirements. Training for Behavioral MTSS
DP 2 Claim:	**(Truancy)** We need all community players all on the same page (court system, DCF, USD 373, doctors) Attendance/Truancy is an issue in elementary school. We make reports to the district attorney, but elementary is not a priority with truancy.
DP 3 Claim:	**(Alternative Learning Env./School)** We have a diverse population of students and need to have an adequate, fully staffed alternate learning environment. There is a great need for students to have an alternate environment in order to help them find success academically and/or behaviorally. Within this, we would want to identify processes for students to enter and transition back to their assigned neighborhood school.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.
Year One: Provide 504 requirement training for administrators. Provide district-wide behavioral MTSS expectations and training.
Year Two: Elementary truancy needs to be a priority with the community (DCF, USD 373, doctors, and court system). Trauma responsive practices are a priority district-wide and will be an expectation for staff members who want to stay in the district. Identify students who will benefit from an alternative learning environment.
Year Three: Continue training and refine practices involving trauma-responsive expectations.

USD 373 Building Needs Assessment 2024-2025

Building: South Breeze

Additional Needs:

Department	Need(s)	Departmental response/validation
Maintenance/custodial	Playground safety - replace/repair border Get rid of sand - safety	
Technology	1. Mount projectors in classrooms 2. Old projectors? 3. New student devices	1. Get new quote - ask Denise for mounting and cabling 2. Ask techs to look at projectors
Transportation	Additional drivers, bus aides, and busses	
Food Service	N/A	
Communications	Recruitment efforts for unfilled positions	
Other (please specify) Learning Services	Grade level Goal areas - teachers have access Conscious Discipline & Zones of Regulation, Posted	

USD 373 Building Needs Assessment 2024-2025

Building: Sunset

Rose Capacities: Is every child in your school provided at least the following capacities? (ANSWER YES OR NO)	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
5. 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

STUDENT GROUP: General Education
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other
I.   Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

USD 373 Building Needs Assessment 2024-2025

A. Rate this in your building as (select one).

- ☐ Exceeds
- ☐ Meets
- ☑ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.

- Lack of perseverance
- Unable to stay focused - 30 question test - long reading tasks
- Students moving out of level 1 to levels 2,3, and 4
- FB Benchmarks are increasing throughout the year and students are not improving at that same rate
- Students don't want to use scratch paper when engaging with the test - it could help them

II. Does the data support your personal perception

- ☑ **Yes**
- ☐ **No**

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	We have decreased the number of students in Level 1 Math KAP data by 6.84% building-wide between the years 2022 and 2023.
Data Point 2:	As a building we have increased the number of students in Level 1 and Level 2 ELA KAP data by 7.74% between the years of 2022 and 2023.
Data Point 3:	4th Grade Math moved from 0% at Level 4 to almost 4% in a year's time - we want to increase the number of students in Level 4. In that same time frame we went from 41.3% to 25% in Level 1 Math. Following the same group of kids from 2022-2023, there was an increase in numbers of students in levels 2 and 3, and a decrease in numbers of those in level 1.

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	While our numbers decreased, we still have 31.86% in Level 1 for 2023 KAP Math scores. We would like to continue to reduce this number and try to get all students in levels 3 and 4.
DP 2 Caim:	This positively supports our claim that we are not meeting or exceeding our effectiveness, because it shows that our reading scores have decreased instead of increasing.
DP 3 Claim:	We are progressing, yet we hope to move from 4% to 15% in Level 4 at 4th Grade Math within five years. We also hope to move from 25% to 15% in Level 1 Math at 4th Grade within five years.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.

Year One:
- Continued work with Interim assessments and data dive with results.
- Complete systems work to support behavioral needs of all students with a focus on social emotional learning.
- Consider selection of a social emotional curriculum (like Second Step) for use district wide.
- Align supplemental resources for staff with Pathways to Reading.
- Additional trained adults to help differentiate instruction including training in the core curriculum (aides/paras) and assist with behavior issues.
- Switch to a building-wide model of MTSS for reading and math, where support staff float to each grade level at MTSS time, to allow more student groups at smaller sizes to facilitate growth at student's instructional level.
- Determine that all students have required materials.
- Ensure all stakeholders are involved in SOC/GEI/IEP meetings, etc.are present

Year Two:
- Training in dyslexia, ADHD, Autism, trauma for staff who work regularly with these students.
- Implement a plan to improve attendance for students who are chronically absent.
- Identify instructional strategies from ELL resources that could support all students.
- Train staff in those strategies and determine an evaluation process for implementation.

Year Three:
- Provide training to new staff and advanced training to sustain implementation of these implementations.
- Continue to provide all resources needed (programs, staff, curriculum training, etc.) for student success.

USD 373 Building Needs Assessment 2024-2025

Building: Sunset

STUDENT GROUP: Special Education
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other
I.   Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☑ Progressing
B. Provide any anecdotal evidence to support your perception in the cell below. Sunset has a high number of special education students, we are currently at 33% in 3rd/4th grade (not including speech only or gifted only). Support staff is limited to address student needs. Student behaviors create additional issues - paras getting pulled to deal with this, in addition to classroom disruptions. Curriculum change in math in 2022-23. Special Education is not trained in core curriculum. New Special Education staff may need training in replacement materials as well. Third and fourth grade students would have experienced the Covid year and the year following.
II. Does the data support your personal perception
☑ **Yes** ☐ **No**
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	In Math, Level 1, there was a 16.5% increase from 2022 to 2023 on state assessment data.
Data Point 2:	In ELA, Level 1, there was 16.42% increase from 2022 to 2023 on state assessment data.
Data Point 3:	In ELA, Levels 3 and 4 in 2023, combined, we had a total of 7.14%, versus in 2022, Levels 3 and 4 were 12.5%. That's a 5.36% overall drop in Levels 3 and 4 on state assessment data.

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	We see Level 1 increasing in math and a decrease in Levels 2 and 3.
DP 2 Caim:	We see Level 1 increasing in ELA and a decrease in Levels 2 and 3.
DP 3 Claim:	We see a drop in Levels 3 and 4 combined overall in ELA.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.

Year One:
- More adults to help differentiate instruction <u>with training in the core curriculum</u> (aides/paras) and assist with behavior issues.
- Switch to a building-wide model of MTSS for reading and math, where support staff float to each grade level at MTSS time, to allow more student groups at smaller sizes to facilitate growth at student's instructional level.
- Lower caseloads per special education teacher (lots of time spent on paperwork/meetings vs. student contact)
- Materials for students with special education - ELA/Math text and workbooks.

Year Two:
- Training in dyslexia, ADHD, Autism, trauma, especially for Special Ed staff (and reg. ed) who work regularly with these students.

Year Three:
- Provide training to new staff and advanced training to sustain implementation of these implementations.

USD 373 Building Needs Assessment 2024-2025

Building: Sunset

STUDENT GROUP: ELL
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other
I.   **Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?**

A. Rate this in your building as (select one).
 	
    ☐ Exceeds
    ☐ Meets
    ☑ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below. *We are using district KAP data due to not having any building data to use for this sub group. ● The majority of students are in level 1 and 2 in both ELA and math. ● There has been some positive movement in both groups. ● ELA shows more growth than math. ● State levels don't seem to change from year to year, but our district levels are increasing positively.
II. Does the data support your personal perception
☑ **Yes** ☐ **No**
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	There was an increase of students in the level 3 and 4 from 2022 to 2023 by 6.72% in ELA. (KAP data)

Data Point 2:	From 2022 to 2023, there was an increase of 2.32% students in levels 3 and 4 in math.
Data Point 3:	We decreased the number of students in level 1 over the last couple of years compared to the state level. We decreased our level 1 percent by 4.37% in math and 15.77% in ELA.

IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	This supports our claim that we are progressing because there was an increase in students moving into levels 3 and 4 in ELA.
DP 2 Caim:	This supports our claim that we are progressing, even though it's very minimal, because there was an increase in students moving into levels 3 and 4 in Math.
DP 3 Claim:	This supports our claim because we've decreased our numbers in level 1 in both math and ELA.

V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.
Year One: ● Continue to advocate for a full time ELL teacher at Sunset to serve students. ● Purchase ELL teacher materials aligned to Pathways to Reading.
Year Two: ● Identify strategies for ELL students. ● Select strategies to be taught to all staff.
Year Three: ● Continue implementation of selected strategies.

Building: Sunset

STUDENT GROUP: At-risk/ MTSS/ General Student Support/ 504/ Homeless

Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other

I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?

A. Rate this in your building as (select one).

- ☐ Exceeds
- ☐ Meets
- ☑ Progressing

B. Provide any anecdotal evidence to support your perception in the cell below.
- FB Benchmarks are increasing throughout the year and students are not improving at the same rate
- Student's social-emotional needs often hinder movement toward levels 3 and 4
- Attendance levels affect academic success
- Lack of resources/support to meet student needs through GEI/IEP/assistance programs efficiently

II. Does the data support your personal perception

- ☑ **Yes**
- ☐ **No**

III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)

Data Point 1:	Our building percentage of federally chronic absenteeism for the 2023-2024 school year is 6.14%. Federally chronic absenteeism is defined as missing 10% or more of school days. The 2022-2023 school year's federally chronically absenteeism level was 6.16%.
Data Point 2:	Our ELA KAP scores for Level 4 increased from 2.56% (2022) to 3.7% (2023) for students with disabilities. In that same year, our Level 1 scores increased from 53.84% (2022) to 70.37% (2023).
Data Point 3:	We had 18 total suspensions (in school and out of school) from August 2022 to February 2023. For this school year August 2023 to

	February 2024, we have had 54 total suspensions.
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	From the 2022-2023 school year data, our chronic absenteeism rate is essentially unchanged (from 6.16 to 6.14). We would like to see these numbers decrease in order to help our students succeed academically.
DP 2 Caim:	While our level 4 scores increased by 1.14% from 2022 to 2023, our level 1 scores increased by 16.53%.
DP 3 Claim:	Our number of total suspensions have increased by 36 in the 2023-2024 school year. The direct cause of the increase is unclear, but this does take a toll on academic performance.
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	

Year One:
- Focus on social-emotional learning. Invest in a school-wide program for consistency in response to behaviors. (Second Step)
- Ensure all stakeholders are involved in SOC/GEI/IEP meetings, etc.are present

Year Two:
- Implement a plan to improve attendance for students who are chronically absent

Year Three:
- Have all resources needed (programs, staff, curriculum training, etc.) for students, especially SPED students.

USD 373 Building Needs Assessment 2024-2025

Building: Sunset

Additional Needs:

Department	Need(s)	Departmental response/validation
Maintenance/custodial	- Playground safety updates including spikes around border and pathway to equipment due to allergies - Bridge to north playground needs some safety updates - Conference room heat is not consistent - Signage for turning right from drive from west parking lot - Speakers in K/1 hallways - Just Bee Rooms updated - Exterior restorations	Validated 3-4-2024
Technology	- Need to order 4 projectors from Capital Outlay - approved for 2023-2024 (per Business office) - Ordered 6 projectors from Capital Outlay - approved for 2024-2025 (per Business office) - Design continued plan for future projector needs - Complete camera installation	Validated 3-15-2024
Transportation	- Scheduling for SPED transportation needs - Continue drop off/pick up locations as this is working - Need additional drivers district-wide	Validated 3-4-2024
Food Service	- Staffing open position at the building - Free/reduced applications out for students as needed	Validated 3-4-2024

USD 373 Building Needs Assessment 2024-2025

Communications	● Additional training on the website and Connect 5	Validated 3-4-2024
Other (please specify)	Human Resources ● Continuation of the flex sub in the building Special Education ● Training on FAPE ● Deescalation Training from CPI ● Annual training for ESI ● New staff and refresher trainings for CPI scheduled throughout the year Learning Services ● Need social emotional learning curriculum (like Second Step) ● Continued Behavior (like PBIS) support ● Additional ELL staffing	Human Resources ● Validated 3-4-2024 Special Education ● Validated 3-4-2024 Learning Services ● Validated 3-4-2024