

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

<b>District:</b> USD 475	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Fort Riley Elementary School	0600	PreK-5

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

SECTION 1: Student Needs		Notes
a. Student Headcount	372	60 students in PreK (33 full day, 27 half day)+ 312 students in K-5. District goal is to have 100% of incoming kindergarteners attend early childhood.
b. Percentage of students with an active IEP	15.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	3.40%	
d. Percentage of students identified as At-Risk (Free lunch)?	48.00%	
e. Pupil-Teacher Ratio Average	20 to 1	Prek-5
f. Pupil-Teacher Ratio Median	20 to 1	Prek-5
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	We are able to meet the needs of our students through special education social worker and having a full time counselor. Teachers also participate in social emotional/trauma professional development to give them a better understanding of how to help students who have had traumatic events happen in their lives. We also will continue to partner with McKinney-Vento and United Way to meet the needs of our students that are in Foster Care.
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	Hispanic students have made growth in all subjects. Students with disabilities have made steady growth. African-American students have declined in math and reading.
i. Is there a tiered system of support to target reading growth?	Yes	Multi-grade level MTSS groups: K, 1, 2-3, 4-5 who meet 30 minutes daily
j. Is there a tiered system of support to target math growth?	Yes	Multi-grade level MTSS groups: K, 1, 2-3, 4-5 who meet 30 minutes daily
k. Are there local assessments to measure reading growth?	Yes	Fastbridge, 95% Group assessments, Heggerty Assessments, Short Cycle Assessments, Wonder's Benchmark Assessments and PAST are used to measure progress. It would be great to have more tutors/aides to help facilitate small group instruction effectively.
l. Are there local assessments to measure math growth?	Yes	Fastbridge, iReady, Fluency flight and Short Cycle Assessments are used to measure progress with mathematics. It would be great to have more tutors/aides to help facilitate small group instruction and tutoring effectively.

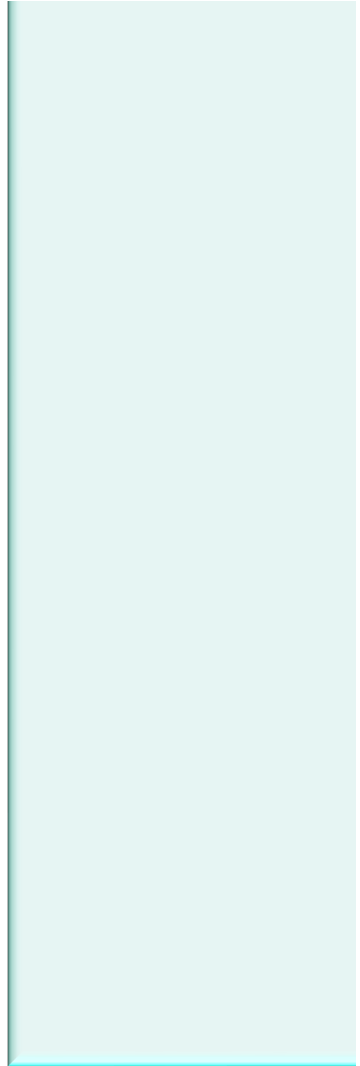
This is template only and may have already been used, but screenshots are highly suggested to be included in the needs assessment for each building and posted on the district website.

Light yellow cells are intended to be filled in.

Use steps below to copy this template to create a separate needs assessment for other buildings (screenshot of the original template is attached):

1. Right click this tab at the bottom of the Excel window (original tab name "Bldg 1 Needs Assessment" have been renamed).
2. Click "Move or Copy...".
3. Check "Create a Copy".
4. Select this tab (original tab name "Bldg 1 Needs Assessment" have been renamed) in the copy to the left of the original tab.
5. Click OK and the new tab will be ready to edit.
6. Right-click the new tab name and click "Rename" to edit the name.

m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	After school program that includes tutoring. MTSS tutor does small group and 1:1 sessions with tier 2 and 3 students. Students have the opportunity for STEM camp during the year and Summer School.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Weekly PLC, Interim Practice, KITE mini tests, MTSS, Individual Goal Setting (student and staff). Regularly review of data, Individualized PD, Identifying specific students for targeted tier movement and goal setting with students. We also administer the interim two times a year to see the progress that students are making along with how they are doing on their mini tests.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	We discuss student progress during data reviews, set individual goals with our students and work at making a year's growth through tutoring, small group instruction and MTSS. We also have students take practice KITE tests and the interims.
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>		<b>Notes</b>
a. How is social/emotional growth being measured?	Levels of Misbehaviors, Fastbridge (Saebars), Second Step, SEL Assessment	Students showing levels 2-4 misbehaviors are documented in Skyward. Data is reviewed regularly by administration, Behavior Intervention Team and PBIS team..
b. What are the targets/goals related to social/emotional growth?	80% in Tier 1 from our SAEBRS report; reduce the number of level 2 & 3 behaviors	Number of Level 2 & 3: 20/21: 343 21/22: 141 22/23: 187 23/24: 313 24/25: 162
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ, Kindergarten Transition Meetings, Fastbridge Screener, age cutoff	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Recognize letter names, recognize letter sounds, count 1-10, knows letter names, fine motor skills, self care, 100% of students attend Early Childhood Program; low risk on Fastbridge screeners	
e. How are successes of Individual Plans of Study being measured?	Individual Goal Setting by Students	Staff meet with each student individually to set a math and reading goal.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	
g. How are you ensuring students are civically engaged?	We have various opportunities for students to be civically engaged such as our recycling program, fundraising for animal shelters, food drive and toys to donate to Operation Santa Clause. Our whole school also has the opportunity to learn about the history behind other activities such as freedom walk and Constitution Day.	National Elementary Honor Society (NEHS), After School Program activities, CHAMPS jobs, Girls on the Run, Student Council
<b>SECTION 3: Curriculum Needs</b>		<b>Notes</b>



a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	After School Program, Summer School, Reading and Science Family Nights and Field Trips	Target tier 2 and 3 students in grades 1-5 fo rafter school program and ECC-5 for summer school. Our family nights are tied to academics for an extension for families to learn and participate in various activities. Our field trips are tied to standards to extend what they have learned in the classroom.
b. Are there appropriate and adequate instructional materials?	Yes	Continue to train new staff on the curriculum and screeners. Train all staff on 95% group.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	N/A	
c. Is every child in your school provided at least the following capacities?		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	N/A	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	N/A	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	N/A	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	N/A	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	N/A	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	N/A	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	N/A	
<b>SECTION 5: Staff Needs</b>		<b>Notes</b>
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	No	We currently have one teacher who is a long term substitute who is finishing out her Elementary Education degree
b. How many classified support staff are currently employed?	34	
c. How many classified support staff are needed?	32	Reducing one recess aide and one paraeducator. Our amount of classified staff can vary depending on the enrollment and needs of the students due to the transient population.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Building leadership team and administration plans PD connected to building and district needs.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Continued education of differentiated learning, intervention resources, SEL support, small group instruction and engagement strategies.	
<b>SECTION 6: Facility Needs</b>		<b>Notes</b>

a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	
c. Are additional School Buses needed or any additional Routes needed?	Yes	Our students wait 30-45 minutes after school daily to be picked to head home due to scheduling. It be beneficial to have their own route since our school dismisses earlier than the rest of the elementary schools.
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	Yes	Back to School Night, Identity Night, Family Night in the fall and spring, PTO, Site Council, Freedom Walk, Lunch on the Lawn, Music Programs, 4th Grade Wax Museum, 3rd Grade Market Day, Parent Teacher Conferences, Book Fairs, Talent Show
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	iReady family support is available through their website, Love and Logic provided by the district	Parent training sessions to focus on best practices to help students academically and emotionally at home.
c. Do you have an active Site Council?	Yes	We have various topics that we cover quarterly and we encourage families to attend to know about what is going on at FRE.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	We currently have an active PTO. They meet monthly and help sponsor various fundraisers such as Buffalo Trading Post, Read a thon and a carnival to support classroom teachers and various field trips. They also run provide meals for teachers throughout the school year.
e. What types of communication exists with families? Is it adequate?	Yes	A monthly newsletter letting families know what is happening at the school for the upcoming month. Teachers communicate to families via Class Dojo or Bloomz. They also send how newsletters to let them know what is happening in the classroom. Teachers also make positive phone calls home to build the relationships with the families.
f. What types of communication/social media exists with your community? Is it adequate?	Yes	Facebook posts only with our webpage that is updated with information about the school.
<b>SECTION 8: School Data</b>		<b>Notes</b>
a. Building Attendance Rate	95.1%	
b. Building Chronic Absenteeism Rate	9.3%	
c. District Chronic Absenteeism Rate	22.7%	
d. District Graduation Rate	84.5%	
e. District Dropout Rate	1.2%	
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>		<b>Notes</b>
a. What is our building graduation rate	N/A	
b. What is our building dropout rate?	N/A	
c. What is our average comprehensive ACT score?	N/A	

SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Continue to put an emphasis on attendance and tardies. With the transient population, not all students come from districts where the importance of attending school is a priority. It is important to educate our families and also come up with strategies to motivate their child to come to school. This may include having a morning CHAMPS job or coming up with higher engagement in the classroom. It is also helping educator our families to assist their students outside of school. This could be academically or socially/emotionally.	Caregiver trainings that include behavior management, homework assistance, etc...
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	We can offer childcare and zoom options for our families. As a district if we are following the protocols correctly then all families will understand the importance of getting their child to school and on time.	
b. Additional building unique items:		

may be edited as USDs board of education sees fit. USD may use a needs assessment they have developed. You should make sure the light green/blue cells are included (per K.S.A. 72-1163). The light pink/red cells are included, but are not required by statute.

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

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Sec. 8. On and after July 1, 2021, K.S.A. 72-1163 is hereby amended to read as follows: 72-1163. (a) Each year the board of education of a school district shall conduct an assessment of the educational needs of each attendance center in the district. Information obtained from such needs-assessment shall be used by the board when preparing the budget of the school district to ensure improvement in student academic performance. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to K.S.A. 79-2926, and amendments thereto.

