

2024-2025 School Year Building Needs Assessment for 2025-2026 Budget Considerations

District: USD 475 Geary County Schools	Bldg #	Grades Served:
School: Milford Elementay	7624	K-5

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

SECTION 1: Student Needs	Notes
a. Student Headcount	78 Data from KSDE Building Principal's Report 9/20/24
b. Percentage of students with an active IEP	32.05% Data from KSDE Building Principal's Report 9/20/24
c. Percentage of students enrolled in English Language Learner (ELL) services	2.56% Data from KSDE Building Principal's Report 9/20/24
d. Percentage of students identified as At-Risk (Free lunch)?	43.59% Free and Reduced equals 55%. Data from KSDE Building Principal's Report 9/20/24
e. Pupil-Teacher Ratio Average	15.6 to 1 Data from KSDE Building Principal's Report 9/20/24
f. Pupil-Teacher Ratio Median	15 to 1 Data from KSDE Building Principal's Report 9/20/24
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	N/A No current foster kids. Services for past students and families provided.
h. Are there gaps in student success among race/ethnicity student subgroups?	No With a small school population we have subgroups that are less than 10. Each student is monitored individually. KAP data does not show a gap. Data from KSDE AMOSS System
i. Is there a tiered system of support to target reading growth?	Yes MTSS reading 30 minutes daily and individual/small group tutoring.
j. Is there a tiered system of support to target math growth?	Yes MTSS math 30 minutes daily and individual/small group tutoring.
k. Are there local assessments to measure reading growth?	Yes Fastbridge, 95% Group Phonics Screener, Wonders
l. Are there local assessments to measure math growth?	Yes iReady, Fastbridge
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes 21st Century After School Program, ELOs - Enhanced Learning Opportunities, Fieldtrips, STARBASE, Small group and individualized tutoring sessions, Summer School

<p>n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?</p>	<p>ELA MTSS Walk to Intervention in place daily 30 minutes, Math MTSS 30 minutes per day in grade level small groups, Individual or small group tutoring for those most at-risk. Progress monitoring. Individual student conferences and goal setting with principal and academic coach.</p>	<p>95% Group materials used to screen students in basic and advanced phonics and multisyllabic words, progress monitoring occurs every 3 weeks and new groups formed based on individual needs. iReady diagnostic is used to pinpoint gaps and iReady My Path used for individualized instruction during small groups and individualized tutoring sessions.</p>
<p>o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</p>	<p>Yes</p>	<p>Students in levels 1 and 2 are receiving additional time outside core instruction during MTSS and for Tier 3 students an additional tutoring time is set. Tier 3 SPED students receive additional time.</p>
<p>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star</p>		<p>Notes</p>
<p>a. How is social/emotional growth being measured?</p>	<p>Fastbridge SAEBRS</p>	<p>Attendance/Discipline is also monitored by monthly BLT and PBIS Team meetings as well as discussions during PLCs and monthly School Improvement Meetings. We are also monitoring our subgroups.</p>
<p>b. What are the targets/goals related to social/emotional growth?</p>	<p>Have 80% or more of students in the low risk category of SAEBRS.</p>	<p>Moving students to low risk by using our school counselor/social worker, Second Step curriculum, SIT (individualized behavior plans for students in Tier 2 & 3)</p>

c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Age 5 on or before September 1st.	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Have 100% of incoming kindergartener parents/guardians complete the ASQ and attend kindergarten transition meetings. BLT and Kindergarten teacher analyze data from ASQ and transition meetings to determine individual needs.	ASQ and Transition meetings are held at the beginning of the school year. Kindergarten students are also part of our after school program and have a scheduled academic tutoring time to work on individual needs.
e. How are successes of Individual Plans of Study being measured?	N/A	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	

g. How are you ensuring students are civically engaged?	StuCo, NEHS, activities including the community such as Freedom Walk, fire safety, food drives, Veteran's Day celebration, Meaningful Student Jobs, etc. Collaboration with community organizations such as Milford Lion's Club and 21st CCLC community partnerships. We are also focusing on career education.	Our goal is to continue to maintain the expectations for the Civic Advocacy Award through KSDE each year. We received the award initially in 2022-23.
SECTION 3: Curriculum Needs a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		Notes
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	We have above adequate technology building wide. We also have a District Technology Coach who is instrumental in supporting and enhancing our curricular technology needs throughout the school year and summer school. Our Technology Department also is there at all times to support our needs.
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218) (High School Only)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	N/A	
c. Is every child in your school provided at least the following capacities?	N/A	

1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	N/A	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	N/A	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	N/A	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	N/A	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	N/A	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	N/A	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	N/A	
SECTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	We do not have a certified teacher at each grade level.	We have created a schedule that allows for all students access to a certified teacher at their grade level in all content areas.
b. How many classified support staff are currently employed?	7	5 paraprofessionals, 1 TA (Covers Plan Time and helps with the combination 1st & 2nd gr class/Tutor) , .5 SSM, .5 TA (Tutor/Library Aide)
c. How many classified support staff are needed?	6	4 paraprofessionals, 1 TA (Covers Plan Time and helps with the combination 1st & 2nd gr class/Tutor) , .5 SSM, .5 TA (Tutor/Library Aide)
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Counselor/Social Worker - 1 day per week, nurse - 1-2 hrs per day, librarian -.5, instructional coach -.5	We would like a full time counselor to meet emotional and behavioral needs of students. We know this is a need district-wide.

e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Learning opportunities occur during Wednesday meetings as well as PLC time. The BLT (Principal, Academic Coach and Team Leader) support, plan and facilitate learning opportunities. We also call on experts in other schools and at the District when needed based on building/teacher needs.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	2025-2026 Building Staff PD Needs Survey Results	2025-2026 Building Staff PD Needs Survey identified the following topics for 2025-2026: Structured Literacy, Small Group Instruction, High Quality Instruction, Classroom & Behavior Management, Multi-Tiered Systems of Support
SECTION 6: Facility Needs		Notes
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?	No	
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Examples: Parent Orientation (Back to School Bash), Bingo for Books, School Carnival (Fall Fest), PTO monthly meetings and annual events, Site Council, Friendship Feast, STEAM/Breakout Nights, Math Night, Parent Teacher Conferences, Book Fairs, etc., Parent Square new for 2025-2026
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?	Yes	Parent Orientations, Math & Reading Nights, <i>Tips, Tricks and Treats Night</i> , 21st Century Parent training events
c. Do you have an active Site Council?	Yes	Four meetings held during 2024-2025 school year. Goal is to increase attendance.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Our PTO meets monthly with parents holding offices of president, vice president and treasurer.
e. What types of communication exists with families? Is it adequate?	Yes, it is adequate.	Types of communication that exist: email, text, Facebook, Schoology, Newsletters, Calendars, Flyers, Inperson communication at Parent/Teacher conferences, pickup and drop off, Positive parent calls. Parent Square new for 2025-2026.

f. What types of communication/social media exists with your community? Is it adequate?	Yes, it is adequate.	Types of communication/social media that exist: Facebook, Schoology, School & City Marquee.
SECTION 8: School Data		Notes
a. Building Attendance Rate	95.0%	Review and follow Building Attendance Plan. Data from PowerBi June 2025
b. Building Chronic Absenteeism Rate	11.0%	Review and follow Building Attendance Plan. Data from PowerBi June 2025
c. District Chronic Absenteeism Rate	22.7%	From District Accountability Report 2023-2024
d. District Graduation Rate	84.5%	From District Accountability Report 2023-2024
e. District Dropout Rate	1.2%	From District Accountability Report 2023-2024
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	N/A	
b. What is our building dropout rate?	N/A	
c. What is our average comprehensive ACT score?	N/A	
SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Keeping building student numbers up.	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	Additional resource to guarantee a teacher at every grade level would provide consistency.	
b. Additional building unique items:	None	

