

2024-2025 MO Building Needs Assessment

District: **Geary County Schools**

Bldg #

Notes

School: **Morris Hill**

7600

PreK-5th

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

SECTION 1: Student Needs

a. Student Headcount	546	Increase of over 200 students	
b. Percentage of students with an active IEP	21.00%		
c. Percentage of students enrolled in English Language Learner (ELL) services	0.09%		
d. Percentage of students identified as At-Risk (Free lunch)?	49.00%		
e. Pupil-Teacher Ratio Average	1 to 22		
f. Pupil-Teacher Ratio Median	1 to 20		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes		
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes		
i. Is there a tiered system of support to target reading growth?	Yes		Walk to intervention building-wide
j. Is there a tiered system of support to target math growth?	Yes		
k. Are there local assessments to measure reading growth?	Yes	MTSS for reading (Tiered instruction); Small Group Instruction (Differentiated Tier 1 Instruction)	
l. Are there local assessments to measure math growth?	Yes		
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER Tutor; Instructional Assistant Support; Before & After School Tutoring	
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Bldg-wide goal setting		
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Data Walls, goal-setting, progress monitoring, SIT goals,	

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)

a. How is social/emotional growth being measured?	Pre and post assessments, SAEBRs, report card, Power Bi Behavior Referrals, SIT plans, documentation (Counselor)
b. What are the targets/goals related to social/emotional growth?	Increased attendance and decreased behavior referrals
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	FastBridge Screening Data, ASQ (Parents & Teachers)
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Delayed kinder start date to provide time for teachers to meet with parents/student in a 1:1 meeting, MyIGDI's Kindergarten Readiness Assessment Tool (Fall, Winter, Spring), Increased PreK attendance and referral for families, Parents as Teachers program referrals
e. How are successes of Individual Plans of Study being measured?	Individual goal setting
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	
g. How are you ensuring students are civically engaged?	Panther jobs; Positive Referrals for Guidelines for Success; Terrific Kids, Student Panthers, Most Improved Student, STUCO, Goal-Setting

SECTION 3: Curriculum Needs

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before & After school program, Summer School
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

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)

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)	
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.	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	
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.	
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.	

SECTION 5: Staff Needs

a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	yes	We are in need of an office receptionist
b. How many classified support staff are currently employed?	38	
c. How many classified support staff are needed?	39	Without Librarian all school year
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Balanced Assessment, Behavior, Intentional Planning	

SECTION 6: Facility Needs

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

a. Do you have regular events to engage parents with teachers?	Yes
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Parent nights
c. Do you have an active Site Council?	Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes
e. What types of communication exists with families? Is it adequate?	Skyward, weekly classroom newsletter, monthly building-wide newsletter, dojo, attendance pamphlets, social media, website
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, School website

SECTION 8: School Data

a. Building Attendance Rate	95.0%
b. Building Chronic Absenteeism Rate	16.0%
c. District Chronic Absenteeism Rate	22.7%
d. District Graduation Rate	84.5%
e. District Dropout Rate	1.20%

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)

a. What is our building graduation rate	
b. What is our building dropout rate?	
c. What is our average comprehensive ACT score?	

SECTION 9: Other Data

a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Social and Emotional needs of our students
1. Can these be achieved with additional resources?	Yes
2. Why or why not?	Behavior health support for 25-26 in place
b. Additional building unique items:	
