

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

| | | |
|-----------------------------------------|--------------------|-----------------------------|
| District: USD 475 | Bldg # 7593 | Grades Served: Pre-5 |
| School: Spring Valley Elementary | | |

| Please consider the following questions as you complete the needs assessment for your building. | | |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SECTION 1: Student Needs | | Notes |
| a. Student Headcount | 369 | |
| b. Percentage of students with an active IEP | 18.97% | |
| c. Percentage of students enrolled in English Language Learner (ELL) services | 7.31% | |
| d. Percentage of students identified as At-Risk (Free lunch)? | 42.00% | |
| e. Pupil-Teacher Ratio Average | 21:1 | |
| f. Pupil-Teacher Ratio Median | 21:1 | |
| g. Are the needs of Foster Care Students being met? If no, what supports are needed? | Yes | Teachers could more effectively support students in foster care by participating in professional development focused on the social-emotional needs of these students and how those needs impact their educational experiences. |
| 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 | |
| j. Is there a tiered system of support to target math growth? | Yes | |
| k. Are there local assessments to measure reading growth? | Yes | At our school, we use a variety of local assessments to effectively measure and support reading growth. We administer the FastBridge Universal Screener three times per year to monitor overall progress and identify students who may need additional support. For diagnostic purposes, we utilize the 95% Group assessment tool to pinpoint specific areas of need in foundational reading skills. In addition, we use the PAST (Phonological Awareness Screening Test) and district-provided phonics and phonemic awareness checklists to gain a more comprehensive understanding of each student's reading development. These tools guide our instructional decisions and help ensure that interventions are targeted and effective. |
| l. Are there local assessments to measure math growth? | Yes | To support student growth in mathematics, we utilize a variety of local assessments to inform instruction and meet the needs of all learners. The FastBridge Universal Screener is administered three times per year to monitor overall progress and identify students requiring additional support. In addition, we use the iReady Diagnostic to provide detailed insight into each student's mathematical understanding. iReady supports instructional planning across all tiers, from targeted intervention to enrichment opportunities for advanced learners. These tools allow us to make data-informed decisions and deliver instruction that is responsive to student needs. |
| m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting? | Yes | This past school year, we offered an afterschool program focused on helping students build fluency in both math and reading. The program provided additional practice and support in a small-group setting, allowing students to strengthen foundational skills and boost their confidence as learners. While we will not have a formal afterschool program next year, we will continue to prioritize targeted academic support. Teachers will have the opportunity to tutor select students after school—specifically those they have identified as needing additional growth. This approach allows for more individualized support and continuity between classroom instruction and intervention. |
| n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores? | | We took an intentional approach to academic growth by implementing goal setting, identified specific students for targeted tier movement, and encouraged bi-weekly KITE mini-tests in grades 3-5. This practice proved valuable and will continue in the upcoming school year. In addition, we administer the two required interim predictive assessments to monitor progress and inform instruction. During our Grade Level PLCs time, teacher collaborate with the instructional group to refine instruction and reflect on data. |
| o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments? | Yes | We collaborate with our Special Education Teachers, EL Teachers, Classroom Teachers, and additional support staff such as our tutor on instructional strategies and set goals for these students. We also use multiple data sources to determine the instructional focus and strategy. |
| SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics) | | Notes |
| a. How is social/emotional growth being measured? | | One of our school leadership teams focuses on Attendance/Conduct. This team reviews data from attendance and discipline reports, as well as Tier 3 behavior support plans monthly. Our building PBIS team also reviews the student data from our school-wide regulation space. As we review this we look for trends and seek students that could benefit from additional social/emotional supports. Social Workers are working looking at the proficiency scales for social/emotional standards that are reported on grade cards. |
| b. What are the targets/goals related to social/emotional growth? | The goal is to decrease referrals for Level 2 and Level 3 behaviors. Another goal is to increase the number of students attending 95% of the school year by addressing the attendance and social needs of students. | The building leadership team and the student support monitors meet monthly to review this data and identify areas of support. Teachers implement the Second Step curriculum with one lesson per week, targeting topics like kindness and empathy, identifying emotions, problem solving, and goal setting. Teachers are encouraged to integrate the strategies learned into different times of the school day, outside of when the Second Step curriculum is being implemented. |
| c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners) | Students will demonstrate independence in age-appropriate life skills and fine and gross motor skills. Students will be able to identify and recognize their name, follow one-step directions, and identify emotions. | The State of Kansas requires parents to complete the ASQ for their child by September 20 of the kindergarten calendar year. Teachers also meet with the incoming students and guardians prior to Kindergarten to determine strengths and areas of growth. |

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.

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners) | The goal is for students to interact appropriately with peers. Academically, students will be able to identify 13 letter names and 10 sounds, count to 30, identify numbers 0-10, and label 2 and 3-D shapes. Students will be able to use classroom and household tools independently and accurately and use locomotor skills with control and balance. | Due to the combination of 3- and 4-year-olds in the Early Childhood classroom, the grade card expectations have been adjusted. To be considered on grade level, students are now only required to count to 20. The goal is for students to engage appropriately with their peers while developing foundational academic and motor skills. Academically, students will work toward identifying 13 letter names and 10 letter sounds, counting to 20, recognizing numbers 0-10, and naming both 2D and 3D shapes. Additionally, they will learn to use common classroom and household tools independently and accurately, as well as demonstrate control and balance while using various locomotor skills. |
| 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? | | We work to ensure that our students are civically engaged in various activities and events throughout the school year. Some examples include: -Our fifth grade students attend a career fair each year to explore the Kansas Career Paths. -Each year the third graders attend an Agriculture Day which is held through a partnership with the K-State 4H Extension Department. -Students have the opportunity to apply and be nominated for our Student Council, which participates in many events such as hosting a holiday store each winter. -Students in grades 3-5 can also apply to be members of the National Honor Society. This group collaborates with the Salvation Army to be Bell Ringers in December. |
| SECTION 3: Curriculum Needs | | Notes |
| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? | | Summer School is offered by USD 475 and in the 24-25 SY an Afterschool Program was offered at Spring Valley. For the 25-26 school year, there will not be an afterschool program at our school. However, teachers are encouraged to intentionally provide tutoring to students as needed. |
| b. Are there appropriate and adequate instructional materials? | Yes | Teachers have a multitude of curricular resources, technology, consumable print resources, text books, and manipulatives to instruct students to meet state standards. |
| c. Is current technology appropriate? If no, what technology is needed to support the curriculum? | Yes | The technology to support student learning is appropriate. The district offers a variety of learning opportunities for teachers to learn to incorporate technology into lessons. One area that we will continue to problem solve is with computer storage and charging, we do plan to purchase more charging carts/stations as not all classrooms have access to these. |
| SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218) | | Notes |
| b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12) | NA | |
| c. Is every child in your school provided at least the following capacities? | NA | |
| 1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization. | NA | |
| 2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. | NA | |
| 3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation. | NA | |
| 4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness. | NA | |
| 5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. | NA | |
| 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. | NA | |
| 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. | NA | |
| 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? | No | We currently have two teachers who are not fully licensed and are working on long term sub license. |
| b. How many classified support staff are currently employed? | 23 Full Time/3 Part Time | |
| c. How many classified support staff are needed? | | We had some paraprofessionals resign at the end of the school year due to relocation and have submitted PBRs to fill their positions. We also have two part time positions unfilled and hope to fill all of these in the Fall. |
| 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 | Our building leadership is very knowledgeable and can assist us with our needs. |
| f. What staff development is necessary for teachers to support student success and meet the school improvement goals? | | Our certified staff were provided a Professional Development Needs Assessment at the end of the school year. Our staff identified the following areas for growth: Building Relationships w/Students & Families Social Emotional Learning Small Group Instruction Classroom & Behavior Management Multi-Tiered Systems of Support |
| SECTION 6: Facility Needs | | Notes |
| a. Is there adequate space for student learning? | Yes | Classroom layouts support both individual work and group collaboration, ensuring a productive and focused learning environment. |
| b. Are there necessary repairs and/or adjustment to the existing space that need to be made? | Yes | Our facility was built in 2007 and needs regular maintenance and preventive maintenance to serve our students and staff. This summer the district is working to replace the walkways around the school as the concrete is beginning to deteriorate and there are large cracks. Our roof needs regular maintenance and will likely need replaced in a couple of years. |
| 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 | We have Open House, Orientation, Freedom Walk, Grade Level Quarterly Awards, Parade of Costumes, Turkey Bingo, All School Music Concert, Family Fun and Fitness Night, Book Fair, Parent Teacher Conferences, Wildcat Fun Day, Family Movie Night, the Holiday Sing-a-Long and the Talent Show. Additionally, we have great participation from parents in our Student Intervention Process and Special Education Meetings to best support our students. |
| 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 | Our Orientation Night provided parents with how to access information pertaining to their students class and assistance that they could use with their students. Parents are provided with hand outs to offer their student with access to Clever in order to practice skills at home. Grade levels also provide families with activities to complete with their child at home to practice skills. |
| c. Do you have an active Site Council? | Yes | The SV Site Council meets four times throughout the school year. While have regular attendance, we are always seeking opportunities to get more parents and community members involved. Parents/guardians are invited to attend through our monthly newsletters, Parent Wildcat Weekly, and through social media posts. |
| d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? | Yes | The SV Booster Club meets monthly in our school library. This club plan events for students and families, such as Turkey Bingo and Movie Night. They also held fundraisers for the school's therapy dog and provide snacks for 3rd-5th graders during state testing. Booster Club also provides a scholarship opportunity for former Spring Valley students, and runs the Penny Wars fundraiser in support of Teacher Appreciation Week. |
| e. What types of communication exists with families? Is it adequate? | Yes | A weekly communication to parents is emailed from the principal each Friday (Parent Wildcat Weekly) and posted on Facebook. We also have a monthly school newsletter and classroom communications through Bloomz and Skyward. The staff at Spring Valley make regular phone calls and send emails to our parents/guardians and hold in person meetings. We also hold in-person, parent teacher conferences during the 1st and 3rd quarters. In the upcoming school year, we will be providing families with access to Parent Square district wide to allow for ease of communication. |
| f. What types of communication/social media exists with your community? Is it adequate? | Yes | Spring Valley has a Facebook page where news and updates are posted daily, at minimum. |

| SECTION 8: School Data | | Notes |
|--------------------------------------|-------|-------|
| a. Building Attendance Rate | 94.7% | |
| b. Building Chronic Absenteeism Rate | 14.1% | |
| c. District Chronic Absenteeism Rate | 22.7% | |
| d. District Graduation Rate | 84.5% | |
| e. District Dropout Rate | 1.2% | |

| 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? | We have seen an increase in student behaviors in kindergarten and a need for increased social-emotional support. At times, we are also facing the barrier of not being able to fill district approved positions due to the shortage of applicants. | |
| 1. Can these be achieved with additional resources? | Yes | It may be beneficial for support staff retention to offer them the opportunity to split their pay over 12 months, or offer summer work opportunities. |
| 2. Why or why not? | If we can continue to maintain and fill the current support positions we have, teachers will be provided support to maintain a classroom environment conducive to learning. Continued training and resources for teachers will help provide them the tools they need to support students. | |
| b. Additional building unique items: | | |
| | | |
| | | |