

### Building Needs Assessment for the 2025-2026 School Year

<b>District:</b> Geary County USD 475	<b>Bldg. #</b>	<b>Grades Served:</b>
<b>School:</b> Westwood	7614	PreK-5th

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

SECTION 1: Student Needs	2025	2026	Notes
a. Student Headcount	252		
b. Percentage of students with an active IEP	16.00%		
c. Percentage of students enrolled in English Language Learner (ELL) services	11.50%		
d. Percentage of students identified as At-Risk (Free lunch)?	85.70%		
e. Pupil-Teacher Ratio Average	20.3		
f. Pupil-Teacher Ratio Median			
g. Are the needs of Foster Care Students being met? If no, what supports are needed?			Yes Westwood employs a full-time counselor and a part-time social worker, both of whom are trained to address the unique needs of students in foster care, offering individualized guidance and support. Staff members also participate in ongoing professional development focused on trauma-informed practices and building strong, positive relationships with students.  In partnership with a local church, Westwood ensures that students in need have access to essential items such as clothing and personal hygiene products. Additionally, the school participates in the Foods for Kids program, which provides weekend meals for students experiencing food insecurity. To further support families, Westwood distributes backpacks and school supplies, helping to ensure every student is equipped for success.
h. Are there gaps in student success among race/ethnicity student subgroups?			Yes Westwood hosted a multicultural fair to celebrate the diversity of our families. We also hold regular family nights to share resources and collaborate with the ELL teacher on inclusive classroom practices. Addressing achievement gaps remains a priority, particularly among subgroups in reading and math. We are analyzing data to strategically adjust student placement within MTSS tiers. Title I tutoring will continue to support students identified by the School Improvement Team as needing additional academic assistance.
i. Is there a tiered system of support to target reading growth?			Yes. Westwood follows a Walk to Intervention model, providing all students with 30 minutes of targeted reading support daily. Reading tutors deliver one-on-one and small group interventions throughout the day. The recent adoption of iReady Reading in Title I schools offers personalized instruction and skill practice tailored to each student's needs.
j. Is there a tiered system of support to target math growth?			Yes. Westwood leverages the iReady Diagnostic to inform MTSS placement and guide differentiated instruction in the classroom. Teachers use small group instruction to address diverse learning needs, while students engage in individualized learning paths on iReady to close skill gaps or extend their knowledge. Select students receive additional math tutoring for targeted support. Short-cycle pre- and post-assessments help focus instruction on priority math standards and monitor progress effectively.
k. Are there local assessments to measure reading growth?			Yes. Wonders, iReady Diagnostic, PSI, Oral Reading Fluency, FastBridge, Grade level quarterly assessments, progress monitoring, Heggerty assessment, short cycle assessments
l. Are there local assessments to measure math growth?			Yes. iReady unit tests and iReady diagnostic, Fluency Flight, FastBridge, mid/end of unit assessments and quizzes throughout the quarter, comprehension checks, fluency assessments, FastBridge Progress monitoring
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?			Yes. Before and after school 21st Century, Summer School, Tutoring, STEM Camp, Bike Camp
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?			ELA MTSS, Math MTSS, KITE mini tests, tutoring, Achievement Teams, Goal Setting, Weekly PLC Meetings We targeted this in depth with goal setting and Weekly KITE mini tests being required in grades 3-5. This is a practice we will continue this year. We also give two interim predictive tests. We will continue to utilize short cycle assessments in our PLCs as we feel this is beneficial for students and staff.

This is template only and may be edited as USDs board of education sees fit. USD may use a needs assessment they have already been using, but should make sure the light green/blue cells are included (per K.S.A. 72-1163). The light pink/red cells are highly suggested to be included, but are not required by statute.

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

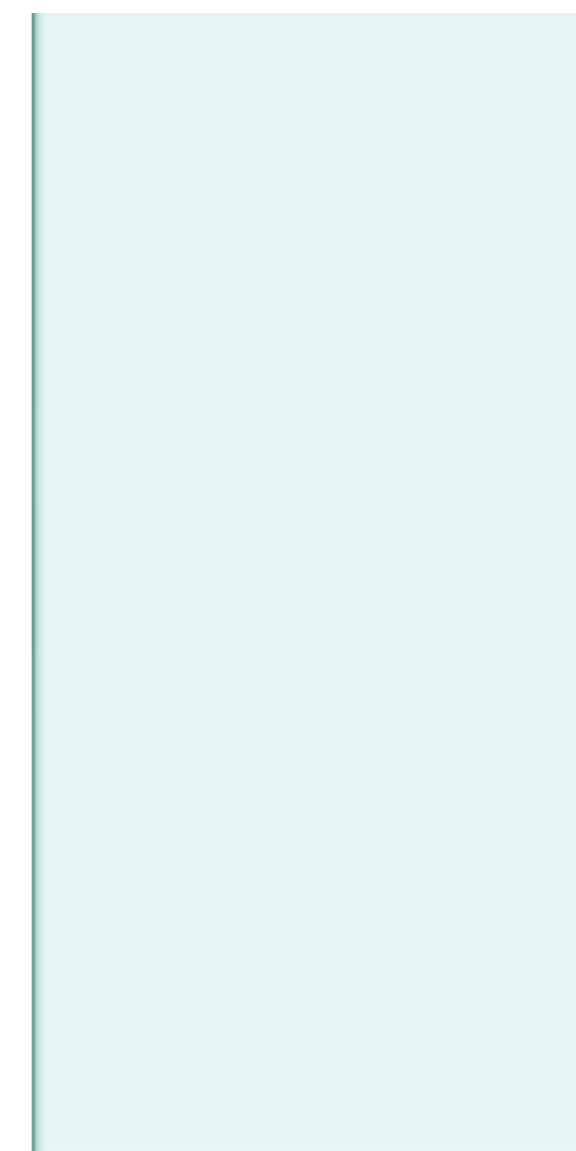
Light yellow cells are intended to be filled in.

Use steps below to copy this tab in order to create a separate needs assessment for other buildings (screenshots to right):

1. Right click this tab at the bottom of the Excel window (originally named "Bldg. 1 Needs Assessment", but may have been renamed).
2. Click "Move or Copy...".
3. Check "Create a Copy" box.
4. Select this tab (originally named "Bldg. 1 Needs Assessment", but may have been renamed) in order to place the copy to the left of this tab.
5. Click OK and the new tab will appear, ready to edit.
6. Right-click the new tab & Click "Rename" to edit the name.

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.

o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes.	We emphasize goal setting at both the building and classroom levels, supported by school-wide incentives that recognize student effort. A key focus is aligning primary and secondary classrooms, with a shared understanding that foundational learning begins in the early grades and builds progressively throughout a student's academic journey.
<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?	SAEBERS, SECD Standards, Behavior/Attendance Data	Westwood administers the FastBridge SAEBERS screener in October and February to assess students' social-emotional needs. Following each screening, staff review the data to ensure individualized support plans are in place for students requiring additional assistance. The district also implements the Second Step program, which, along with PBIS, is integrated into Tier 1 instruction to help students develop essential social-emotional skills. Additionally, office referral data is regularly analyzed by the Student Intervention Team to identify patterns and determine appropriate Tier 2 and Tier 3 behavioral supports.
b. What are the targets/goals related to social/emotional growth?	80% of students in Tier 1.	These scores will be determined by the SAEBERS screener given in October 2025 and February 2026.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ2, ASQ3, Early Childhood program, Kindergarten meetings, age cutoff	During kindergarten transition meetings, we provide computers for families to complete the ASQ screeners. This has been extremely successful in ensuring they are completed.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	District provides a free early childhood program opportunity for all 4 year old's. We also have a full-day Pre-K classroom in our building. We hold IEP transition meetings from incoming Kindergarteners from the ECC program.	The district is currently serving 3 and 4 year old students in our community. Due to lack of space, we currently have a waiting list.
e. How are successes of Individual Plans of Study being measured?	N/A	Electives, 5th Grade Career Fair
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	N/A
g. How are you ensuring students are civically engaged?	Students participate in Constitution Day, Student Council, and a Freedom Walk each year. In April, we participate in our annual community plant sale.	We also have student jobs called "Workin' Wildcats". (STEP UP Assemblies, Quarterly Kiwanis Terrific Kid Awards, Superintendent 3R award, 95-0-3.0, Quarterly Attendance awards)
<b>SECTION 3: Curriculum Needs</b>		<b>Notes</b>
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before and After School 21st Century, Summer School, After school tutoring, STEM Camp	Field Trips
b. Are there appropriate and adequate instructional materials?	Yes.	ELA-Wonders, Math-iReady, SEL-Second Step, Social Studies-TCI, Science-FOSS, Title 1 instructional materials to support MTSS and tutoring needs, 95% Group Phonics/Comprehension/Vocabulary Surge
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)		
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.	Yes-No	Embedded within the Wonder's curriculum, although, writing instruction in Wonders is lacking rigor to support the writing process.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	Embedded within the Wonder's curriculum and TCI and grade level standards
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	Embedded within the Wonders' and TCI curriculum and grade level standards
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	PE curriculum, Second Step Curriculum (Counselor and Social Workers)
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	TCI curriculum, art classes (1-2 times per month), Multicultural Fair in May, Diversity and Inclusion Committee, culturally diverse book studies in MTSS WIN groups
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.	Yes	Students engage in economic, social, political systems and civics per their grade level curricula, Electives Day, 5th Grade Career Fair
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.	Yes	Students engage in economic, social, political systems and civics per their grade level curricula.
<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?	Yes	
b. How many classified support staff are currently employed?	21	
c. How many classified support staff are needed?	0	This number varies depending on the level of needs outlined in IEP plans.



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.	Administration council and instructional coaching meetings help the leaders provide and support professional development in the building.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Monthly staff/professional development meetings and weekly PLC meetings with colleagues, new teacher meetings monthly, new teacher mentors	All of our professional development needs are based on the goals outlined in our district/building KESA strategic plan. We will add Love and Logic, Kagan and Engagement Strategies to our professional development plan this year.
<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?	Yes.	A circle drive for pick up and drop off would help with student safety. The library is also outdated and could use some updates to better accommodate students and full classes.
c. Are additional School Buses needed or any additional Routes needed?	Yes.	We feel like busing students who live beyond a mile could improve our attendance rate and chronic absenteeism rate.
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	Yes.	We have Family Night, Sneak Peek, Parent/Teacher conferences, monthly newsletters, PTO, Site Council, Plant Sale, Field Day, Freedom Walk, Music Programs, 5th grade celebration, kindergarten celebration, block party, book fair, class buddies, STEP UP Assemblies, Multi Cultural Fair, Electives Day, Talent Show, Block Party, SIT Meetings
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?	We have Parent Orientation, Beginning of Unit family letters in iReady and Wonders, Love and Logic, and parents as teachers.	We also post access to videos on Facebook, email, or put on monthly Newsletters so parents see where to access homework help.
c. Do you have an active Site Council?	Yes.	We are always looking for opportunities to expand our Site Council to increase participation withing our school and the community.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes.	We hold monthly PTO meetings. The group is well organized and they are always looking for opportunities to support the students and staff.
e. What types of communication exists with families? Is it adequate?	We use Facebook, Email, Clever, Newsletters, Class Dojo, text messaging and Skyward.	According to our Title 1 needs assessment, families that participated feel that communication is effective. However, we had low participation in the survey. We can provide more oportunities for families to take the survey so we can get a better indication if communication is adequate.
f. What types of communication/social media exists with your community? Is it adequate?	Email, Letters, Facebook, Smore Newsletter	It is very adequate, but we would like more parents to read the Smore Newsletter each month.
<b>SECTION 8: School Data</b>		<b>Notes</b>
a. Building Attendance Rate	93.6%	
b. Building Chronic Absenteeism Rate	19.8%	We have monthly attendance meetings and provide additional interventions for students who are chronically absent. We have class competitions to boost attendance and quarterly assemblies to recognize students with perfect attendance.
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
<b>SECTION 9: Other Data</b>		<b>Notes</b>
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Chronic absences, lack of busing, staffing challenges	Finding certified teachers
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	We feel that if students were bused our absences would decline.	We have many students who cannot get to school because they live far enough away that the parents/caregivers do not feel comfortable with them walking by themselves. Many times the parents/caregivers are unable to drive them or walk with the students.
b. Additional building unique items:	Library is outdated	
	Circle drive for drop off and pick up would help safety.	Parents and staff have brought up that our pick up and drop off is not safe with the busy road and lack of parking spaces for parents picking up and dropping off.

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