

2025-2026 School Year Building Needs Assessment for 2026-2027 Budget Considerations

District: USD 475 Geary County Schools	Bldg #	Grades Served:
School: Eisenhower Elem	7598	PK-5

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

SECTION 1: Student Needs		Notes
a. Student Headcount	310	K-5 (297) PreK (13)
b. Percentage of students with an active IEP	25%	Includes District Specialized Program (21) IEP's (53)
c. Percentage of students enrolled in English Language Learner (ELL) services	9%	28 Students
d. Percentage of students identified as At-Risk (Free lunch)?	46%	130 students not including PreK
e. Pupil-Teacher Ratio Average	4:08	District Specialized Program 2:3
f. Pupil-Teacher Ratio Median	18 to 1	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	Resources are available to support students in Foster Care
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	Higher #'s in Tier 3 for math/reading for Black/African American; More males identified in SPED; Females scoring lower in math in general than males
i. Is there a tiered system of support to target reading growth?	Yes	Tier 2/3 tutoring/small group instruction (MTSS)
j. Is there a tiered system of support to target math growth?	Yes	Tier 2/3 tutoring/small group instruction (MTSS)
k. Are there local assessments to measure reading growth?	Yes	Universal screenings/Fastbridge/Quick Phonics Assessment/Ready
l. Are there local assessments to measure math growth?	Yes	Universal screenings/Fastbridge/Ready
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Before and after school program Kindergarten-5th grade 4x Weekly serving approximately 50 students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	MTSS groups, before/after school programming, SIT	Buildingwide Goal Setting in ELA, Math, SEL and Attendance, Departmentalization
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Math and ELA data walls for domain standards and methods for progress monitoring	Emphasis on grade level power standards that provide most impact
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?	SEL growth is measured three times per year using the Fastbridge Universal Screener for Social and Emotional Indicators (SAEBRS). SEL growth is also measured using quarterly report cards which measure Social Competencies. Students complete an SEL assessment at beginning of year and end of year.	Standards Based Grading, Skyward Referrals, Attendance, Universal Screening (Fastbridge), SAEBRS
b. What are the targets/goals related to social/emotional growth?	District and School Strategic Plan Goal #2-Social and Emotional Goal	Self-Awareness, Identifying Emotions, Impulse Control, Work Ethic, Respect, Communication, Teamwork, Identifying and Solving Problems (Kindergarten SE Standards)
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Kinder ASQ Screener done in August	Age 5 on or before August 31
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Determined in August	Count to 10, Follow two step directions, Write/Spell name, Independent personal care (buttons, pants, zips jacket), Know colors and basic shapes
e. How are successes of Individual Plans of Study being measured?	N/A	Screeners and informative assessment data
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?	SOAR Tickets which emphasize positive character traits, Community Partnerships with local businesses, Student Council and National Honor Society	Social Emotional Lessons, leadership opportunities within the school, community partnerships/activities during the school year, Kagan strategies, collaborative group work, student council, Kids Heart Challenge, National Elementary Honor Society, Girls on the Run
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Students are provided After School Program opportunities 4 days per week as well as 4 week Summer School opportunities	Fastbridge data is used, more after school teachers are needed on a consistent basis to better the after school program

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.

b. Are there appropriate and adequate instructional materials?	Yes	Appropriate instructional materials are provided for Reading (Wonders), Math (Iready), SEL (Second Step), and Science (Foss), Social Studies (TCI)
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Students are provided with opportunities to utilize technology daily as well as utilize a variety of technologies in their learning
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)	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?	No	We currently do not have a certified teacher present for each classroom. We have three staff members considered long-term substitutes as they work on obtaining their degree in education. In the future, consideration for an additional certified position to assist with special education (IEP meetings, instructional time, and support for accommodations implementation). We have not been fully staffed at all this school year, primarily due to open classified staff positions.
b. How many classified support staff are currently employed?	40	
c. How many classified support staff are needed?	44+	In order to provide maximum support for students, additional paraeducators and classroom aid numbers should be evaluated
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	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Behavior, MTSS implementation (small group instruction), Reading and Engagement strategies.	Classified staff and new teachers need further training in working with students regarding behavior and academic deficits. All staff will be involved in professional development related to behavior management and social emotional skills and academic improvement/sustainability.
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No	Due to classroom sizes, it may be necessary to consider adding additional classroom spaces for student learning. We need more space for tutoring and small groups. As our enrollment continues to increase, it will be necessary to consider additional classroom spaces for student learning. At this time we have 3 sections of Kinder and 1st grade. Our second grade class sizes surpass expected enrollment of 28, often requiring the hire of a classroom aid. With our ACS (Adaptive, Communication, Social Skills) district specialized classrooms, we have additional students that are joining our gen ed classrooms throughout the day including additional adults. District boundary changes for schools may assist in alleviating imbalance of class sizes across schools within the district. Our ACS (Adaptive, Communication, Social Skills) classrooms are in need of specially designed spaces and furniture to better suit the needs of students.

b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Our building is need of replacement storage and furniture that is outdated and does not meet the needs of staff and students at this time. Furniture is no longer withstanding every day use and is beginning to fall apart. We have inquired about the removal of carpet off of walls for eight years. We have areas in which carpet always appear to be dirty, despite cleaning. We would like student cubbies with storage above them. Many of our classroom windows leak when heavy rain comes. We also have numerous ceiling leaks that seem to never be repaired. We would like additional swings for students to swing on as we are limited; specifically, a set to a lower primary (prek - 1st) height. Due to recent addition to front entrance, we would like remainder of interior of building to be painted to match the new paint. This could take years to complete however a rotation over time could ultimately update the remainder of the building.
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	Staff and students engage in a variety of after school events such as meet and greet, orientation, parent/teacher conferences in fall and spring, math night, literacy night, music programs, open house in spring, and various PTA/school events. We have an active Booster Club (formerly PTA) and Site Council. We ensure communication between parents and teachers is easily accessible through common communication tools.
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	During math and literacy nights, instruction is provided to caregivers on concepts and skills in core subject areas. In the upcoming school year, we are planning to offer the following trainings to families: ELA, math, Love and Logic, Iready, Skyward, Parent Square and various behavior support strategy trainings to strengthen home and school connection ~~regarding student success~~ .
c. Do you have an active Site Council?	Yes	Meetings held 4 times per year
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	We need to promote increased parent leadership. Our Building Site Council membership is not as strong as it could be; we are implementing methods to recruit and retain family and community members who would be willing to serve on our Booster Club and Site Council.
e. What types of communication exists with families? Is it adequate?	Yes, it is adequate	We use a variety of communication tools for example, phone, text, email, Parent Square, face to face, newsletter, translation, papers going home, Facebook page, School/District website.
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Parent Square, District/School website	yes it is adequate updated on a regular basis
SECTION 8: School Data		Notes
a. Building Attendance Rate	94.3%	2024-2025 KSDE Building Report Card
b. Building Chronic Absenteeism Rate	17.8%	2024-2025 KSDE Building Report Card
c. District Chronic Absenteeism Rate	22.7%	2024-2025 KSDE District Report Card
d. District Graduation Rate	91.7%	2024-2025 KSDE District Report Card
e. District Dropout Rate	0.3%	2024-2025 KSDE District Report Card
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?	1. Behavior that negatively impacts learners-this includes emotional regulation, apathy and engagement. 2. Family Involvement with school related activities that involve programming (Site Council, PTA, music/pe events, literacy nights and math nights, etc.)	1. Social Emotional learning and continued professional development in techniques and structures to support staff and students is necessary . 2. PTA and Site Council participation is low, need to find ways to involve families that suits their schedule
1. Can these be achieved with additional resources?	Yes	Identification of resources to fit needs should be analyzed. Collaborative planning at district and building level to purposefully provide support in <u>needed areas</u> .
2. Why or why not?	Student learning and family involvement is key to a <u>school's succes</u>	Use of strategies and information about family needs <u>is necessary</u>
b. Additional building unique items:		