2025-2026 School Year Needs Assessment for 2026-20257 Budget Consideration

District:	Geary County Schools	Bldg #	Grades Served:
School:	Seitz Elementary	1706	K-5

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

SECTION 1: Student Needs		Notes
a. Student Headcount	555	98% Military connected
b. Percentage of students with an active IEP	16%	We do have a district wide program that contains 17 students.
c. Percentage of students enrolled in English Language Learner (ELL) services	9%	
d. Percentage of students identified as At-Risk (Free lunch)?	52.00%	
e. Pupil-Teacher Ratio Average	20	
f. Pupil-Teacher Ratio Median	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	Hispanic students are out performing Africcan American students in math and reading.
i. Is there a tiered system of support to target reading growth?	Yes	We use ELA groups 30 minutes 3x/week in Kindergarten and 30 minutes 5x/week in 1st-5th.
j. Is there a tiered system of support to target math growth?	Yes	We use Math WIN groups 30 minutes 2x/ week in Kindergarten and 30 minutes 5x/week in 1st-5th
k. Are there local assessments to measure reading growth?	Yes	FastBridge
l. Are there local assessments to measure math growth?	Yes	FastBridge
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	WIN time, tutoring and 21st Century (before and after school program)
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	We write keep up goals for students who are at or above grade level and provide challenging coursework for these students.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	We set catch up goals for students who are below grade level and intervene, as prescribed by diagnostic

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star		Notes
a. How is social/emotional growth being measured?	SABERS and pre/post 2nd Step Test, as well as OSS, ISS and Detentions.	Students will engage in Tier 2 and 3 Serives if regularly not meeting Zones check-in expectations.
b. What are the targets/goals related to social/emotional growth?	Reduce OSS, ISS and Detentions	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ, FastBridge screeners, PASI	

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)	To be on target for Kindergarten we would expect students to score at age 5 on the 5 domains of the ASQ, low risk on FastBridge earlyReading and earlyMath and have an understanding of Concepts of Print as measured by PASI.	
e. How are successes of Individual Plans of Study being measured?	NA	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA	
g How are you ensuring students are civically engaged?		We are sponsoring a Student Council and an Honor Society. We also have meaningful jobs and outreach into the community through local hospitals and nursing homes.
SECTION 3: Curriculum Needs		**Notes**
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	21st Century before and after school , as well as summer program, Kindergarten Boot Camp and Five to Thrive	
b. Are there appropriate and adequate instructional materials?	Yes	We are piloting a new reading curriculum this year for adoption in 2027-2028.
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)		**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?		
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		**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?	Yes	
b. How many classified support staff are currently employed?	25	
c. How many classified support staff are needed?	28	Can not find qualified candidates.
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?	We offered PLCs for The Thinking Reader and will continue this into 2026-2027. We will also offer training in the Engagmeent Coninuum and student goal setting and tracking.	These are being address fully by Teaching and Learning as well as coaches, team leads and other staff memebers.
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?	Yes	
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	Welcome Walk (home visits), supply drop off, Back to School Night (Orientation,) P/T Conferences, Color Run, Lunch on the Lawn, MOMC Read Alouds, Student Intervention Team Meetings, Sped Meetings, 504 Meetings, Fall Carnival, Masked Reader, Casino (Math) Night, Block Party
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 provide an orientation at the beginning of the year and, remediation during parent/teacher conferences.	The district also offers Love and Logic classes for parents as well as classes through Family Advocacy on post.
c. Do you have an active Site Council?	Yes	They meet quarterly.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	They meet monthly.
e. What types of communication exists with families? Is it adequate?	Website, Facebook, Parent Square, Emails, Phone calls	Survey data of 295 families indicate that families are satisfied with the communicaiton provided.
f. What types of communication/social media exists with your community? Is it adequate?	Yes	Parents have successfully signed up and use Parent square; however, I would like to drive more traffic to our Facebook page.
SECTION 8: School Data		**Notes**
a. Building Attendance Rate	98.2%	Added monthly perfect attendance medallions
b. Building Chronic Absenteeism Rate	10.6%	Held two level 2 meetings this year.
c. District Chronic Absenteeism Rate	93.1%	
d. District Graduation Rate	21.5%	
e. District Dropout Rate	0.3%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		**Notes**
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		**Notes**

a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	SIT goals are not matching the need identified by data, not being progress monitored by the correct tool and then referred out in a consistent, timely fashion.	Professional Development provided in data analysis and goal writing. Additionally, we will provide professional developent in progress monitoring and identifying students who should be on a plan or recommended to evaluation. We will also discuss how long a student will remain on an intervention.
1. Can these be achieved with additional resources?	No additional resources needed.	
2. Why or why not?	This is a dynamic ongoing goal with many resources that need on-going PD.	
b. Additional building unique items:		
Special Needs	With turnover in our resource classrooms we need a consistent pool of resources for this group.	We will be putting together carts of resources to inlude: Focus standards with goals, related services, social stories, curriclum resources, manipulatives, behavior forms w/ samples, progress monitoring tools and visuals.