

Building Needs Assessment for the EoY 2024-2025 School Year for 25-26 consideration

District: Geary County Schools USD #475	Bldg #	Grades Served:
School: Washington Elementary	7612	Prek-5

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

SECTION 1: Student Needs		Notes
a. Student Headcount	379	
b. Percentage of students with an active IEP	26.00%	more in the evaluation stages
c. Percentage of students enrolled in English Language Learner (ELL) services	26.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	91.00%	
e. Pupil-Teacher Ratio Average	20 to 1	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	Resource closet- with a community partnership, our counselor/social worker makes contact with the family, McKinney Vento, building for support, foster families are given backpacks/school supplies from the school. Food for Kids Hygiene products.
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	The goal of our EL classrooms (K and 1), EL and general education teachers, and EL instructional assistants is to help close the gaps and increase students educational success. WTI and MTSS, SSA, address the needs as well as our PLC data discussions.
i. Is there a tiered system of support to target reading growth?	Yes	WTI, Reading tutoring, data talks for MTSS groups by classroom teacher, small group work, SIT teams
j. Is there a tiered system of support to target math growth?	Yes	Short Cycle assessments, math tutoring, data talks for MTSS groups by classroom teacher, SIT teams
k. Are there local assessments to measure reading growth?	Yes	FastBridge, iReady reading, 95% assessment(PSI), Heggerty assessment, ELA Quarterly Assessments
l. Are there local assessments to measure math growth?	Yes	iReady math, FastBridge, Quarterly Assessments, SSA
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	District and grade level field trips, Parent engagement nights (Turkey Bingo, Literacy Night, Title Kindergarten Parent Night, STEM Night, Family Game Night) 21st Century
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Focusing in on the Tier 2 and those that are on the cusp of moving to the next higher Tier, Goal setting, data talks
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Every student is expected to make at least one year's
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?	Yes	Students are participating in the Second Step program (4th and 5th are tested), SEL survey pre/post, observations in unstructured settings, CICO sheets, and Saebars Assessment three times a year. Also, Teacher observations and incentive charts
b. What are the targets/goals related to social/emotional growth?	Yes	Full participation in classroom instruction and school activities, positive relationships with staff and peers, self-esteem. Calm down corner and buddy room, PBIS and Second Step lessons. MHIT training Love and Logic for staff and families, Regulated classroom training for Classified and Certified, Counselor and Social Worker have small group, whole group, and individual lessons.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Yes	All students who are kindergarten-eligible according to their birthday are accepted for enrollment. The only exception are students at the early childhood center whose IEP teams decide on an extra year of preschool, but that is rare. The Geary County Early Childhood Center and Parents as Teachers work toward kindergarten readiness. At our building, the Ages and Stages Questionnaire is administered to parents and teachers interview parents. Potty training is needed again and appropriate social skills.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Yes	Fine motor skills, social awareness, sharing, conversation skills, taking turns, and self-regulation. Attention span and self-help skills. Gross motor skill ability and ability to attend-show active listening.
e. How are successes of Individual Plans of Study being measured?	N/A	Does not apply to our building, however we are implementing goal setting at every grade level.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	Does not apply to our building.

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.

g. How are you ensuring students are civically engaged?	Yes	Morning Meetings, Second Step group discussions, Wonders Community Curriculum. Stop and Drop, Orientation Night, Freedom Walk, Popcorn Fridays, Site Council/Booster Club, Military Awareness Months/Activities, High-Five Fridays, Special Olympics, Field Day, Family Game Night, Turkey Bingo, Fall Fest, STEM Night, Food Drives, Clothing Drives, Caring Closet, Community partnerships with businesses and churches, Monthly recognitions, and Stuff the Bus, Grandparent program
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Yes	21st Century, Summer School, Tutoring (before, during, after school), Bus station rotations, Growing Science Fair Club, STUCCO
b. Are there appropriate and adequate instructional materials?	Yes	Digital and Print Curriculum Materials (iReady, Wonders, 95% Group, NewsELA, Discovery Education, etc.), Manipulatives, Supplemental MTSS Materials
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	SMART TV Boards, Laptops, iPads, Translators, Digital dictionaries, VRs, Ozobots, 3D Printers, Schoology, Leen Spikes/WeDins
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?		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	Our rigorous curriculum supports our endeavors in this area
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	Students engage in economic, social, political systems, and civics per their grade level curricula. 5th grade participates in a district Career Day.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	YES	Students engage in economic, social, political systems, and civics per their grade level curricula.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	YES	We engage students in SEL lessons that are grade and developmentally appropriate. Body and Brain Brilliance strategies, Regulated Classroom activities. Physical health is emphasized each day during physical education and classroom activities
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	YES	Classroom and Integrated Library lesson and read alouds, as well as access to books and materials that teach historical and cultural information
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.
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.
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	Many classrooms have adequate and qualified teachers. With numbers, more qualified teachers would meet the needs with more classrooms.
b. How many classified support staff are currently employed?	18 paras 4 TAs, and 4 EL Aides	We need more training for these staff members to be able to effectively perform their duties, need a high quality pool of people from which to hire
c. How many classified support staff are needed?	2 paras, 1 TA, and 1EL Aide (more)	We struggle to maintain an adequate number of paras to support the specially designed instruction for students
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	More counselors would benefit the needs of our students. Full-time social worker and behavior consultant is needed. We need a full-time nurse as well. We need to continue our MHIT partnership.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	The Principal and Leadership Team engage in district professional development and outside district conferences to bring the latest in best practices to the staff. Staff also plan in and engage in Differentiated PD to meet the needs of all staff members.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		Love and Logic and Kagan strategies to our PD plan to meet the needs of our teachers in increasing student engagement and managing behavior issues. We have New Teacher Training, back-to-school training, and curriculum updates. Professional development in specific areas i.e. classroom management, LETRS, etc. Refocus on closing gaps through small group instruction, MTSS, and WTL.
SECTION 6: Facility Needs		Notes