Use steps below to copy this tab in order to create a separate needs assessment for other buildings (scroll down 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 "(move to end)" in the "Before sheet" box.
5. Click "OK". The new tab will appear, ready to be renamed.
6. Right click the new tab, select "Rename" to edit the name.

# Building Needs Assessment for the 2026-2027 School Year

| District: Geary County USD 475 | Bldg. # | Grades Served: |
|---|---|---|
| School: Westwood | 7614 | PreK-5th |

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

| SECTION 1: Student Needs | | Notes |
|---|---|---|
| a. Student Headcount | 299 | |
| b. Percentage of students with an active IEP | 24.00% | |
| c. Percentage of students enrolled in English Language Learner (ELL) services | 12.00% | |
| d. Percentage of students identified as At-Risk (Free lunch)? | 80.00% | |
| 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 is staffed with a full-time school counselor and a part-time social worker, both of whom are experienced in supporting students in foster care and those with complex social-emotional needs. These professionals provide individualized counseling, intervention, and guidance to ensure students receive consistent, targeted support. Given the level of student need, Westwood will continue to require a full-time counselor to effectively serve our school community. In addition, staff engage in ongoing professional learning centered on trauma-informed practices and relationship-building to better support student well-being.<br>Westwood also works closely with a local church to ensure that students and families have access to basic necessities, including clothing and personal hygiene items. The school participates in the Foods for Kids program, which supplies weekend meals for students facing food insecurity. To further reduce barriers to learning, Westwood provides backpacks and school supplies, helping to ensure all students are prepared and supported for academic 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 implements a Walk to Intervention model that provides every student with 30 minutes of targeted reading support each day. Reading tutors work with students individually and in small groups to deliver focused interventions throughout the school day. Additional Title I staff help reduce group sizes, allowing for more targeted and individualized |
| j. Is there a tiered system of support to target math growth? | Yes. | Westwood utilizes the i-Ready Diagnostic to guide MTSS placement decisions and support differentiated classroom instruction. Teachers provide targeted small group instruction to meet a range of student learning needs, while students complete personalized learning pathways in iReady to address skill gaps or extend their understanding. Selected students also receive additional math tutoring for more focused support. In addition, short-cycle pre- and post-assessments are used to target priority math standards and closely monitor student progress over time. |
| 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 |

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.

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.

| | | |
|---|---|---|
| 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 addressed this area through intentional goal-setting and the required use of weekly KITE mini-assessments in grades 3–5, a practice we will continue this year. In addition, students complete two interim predictive assessments, which provide valuable data to guide instruction. We will also continue using short-cycle assessments within our PLCs, as this approach has proven effective in supporting informed instructional decisions and improving outcomes for both students and staff. |
| 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. |
| **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? | 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) |
| **SECTION 3: Curriculum Needs** | | **Notes** |
| 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 | |
| **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) | | |
| 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. |
| **SECTION 5: Staff Needs** | | **Notes** |

| | | |
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| 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 | Westwood relies on its Title I staff, which includes two certified tutors and an MTSS/SIT instructional coach, to effectively meet the academic needs of our diverse learners. Additionally, we will continue to require a full-time school counselor to adequately support students' social-emotional needs. |
| b. How many classified support staff are currently employed? | 23 | |
| c. How many classified support staff are needed? | 2-3 paraprofessionals | 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 | It is essential that we continue to have a full-time counselor to adequately meet the social and emotional needs of our students. Currently, Westwood shares a nurse with GV, which at times |
| 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. |
| **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. | 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. |
| **SECTION 7: Family Needs/Community Relations** | | **Notes** |
| 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 maintain ongoing communication through phone calls, Facebook, email, ParentSquare, newsletters, text messaging, and Skyward.We make ongoing phone calls, use Facebook, Email, Parent Square, Newsletters,text messaging and Skyward. | According to our Title I needs assessment, families who participated reported that school communication is effective. However, overall participation in the survey was low. To gain a more accurate understanding of family perceptions, we will provide additional opportunities for families to complete the survey. |
| f. What types of communication/social media exists with your community? Is it adequate? | We maintain ongoing communication through phone calls, Facebook, email, ParentSquare, newsletters, text messaging, and Skyward.We make ongoing phone calls, use Facebook, Email, Parent Square, Newsletters,text messaging and Skyward. | It is very adequate, but we would like more parents to read the Smore Newsletter each month. |
| **SECTION 8: School Data** | | **Notes** |
| a. Building Attendance Rate | 94.3% | |
| b. Building Chronic Absenteeism Rate | 16.0% | 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 | 23.3% | |
| d. District Graduation Rate | 90.5% | |
| 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? | Identified areas of concern include chronic absenteeism, limited access to transportation, and a need for greater teacher consistency in grades 3–5. | |
| 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 |
| | | |