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

USD 428 Great Bend

Jefferson Elementary

Grades Served: K-6

SECTION 1: Student Needs		Notes
a. Student Headcount	256	
b. Percentage of students with an active IEP	25%	
c. Percentage of students enrolled in English Language Learner (ELL) services	7.81%	

BUILDING NEEDS ASSESSMENT

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SECTION 1: Student Needs		Notes
d. Percentage of students identified as At-Risk (Free lunch)?	40.23%	
e. Pupil-Teacher Ratio Average	18:1	
f. Pupil-Teacher Ratio Median	18:1	
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	

BUILDING NEEDS ASSESSMENT

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SECTION 1: Student Needs			Notes
i.	Is there a tiered system of support to target reading growth?	Yes	Jefferson Elementary uses Fastbridge, Proficiency Screener, and KAP data to help.
j.	Is there a tiered system of support to target math growth?	Yes	Jefferson Elementary uses Fastbridge, Proficiency Screener, and KAP data to help.
k.	Are there local assessments to measure reading growth?	Yes	Jefferson Elementary uses KAP, Fastbridge, and Proficiency Screeners.
l.	Are there local assessments to measure math growth?	Yes	Jefferson Elementary uses KAP, Fastbridge, and Proficiency Screeners.
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	

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SECTION 1: Student Needs		Notes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		Jefferson Elementary uses data to help determine MTSS work, what standards we need to improve on, what parts of the curriculum we need more instruction on, and how to help each individual student progress from where they are currently at.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		Jefferson Elementary takes each student's scores and implements methods to best instruct each student. We set percentage goals based on where students have scored and where we believe we can/should score in the future.

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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?		SAEBRS, mySAEBRS, skyward discipline reports
b. What are the targets/goals related to social/emotional growth?		Jefferson Elementary has implemented restorative practices (vape policy). Our goal is to decrease the amount of major discipline related issues as well as frequent issues.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		The ASQ data, preschool information, and beginning of year testing helps us to determine where students are at and what they are ready for academically and socially.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		Students are able to count to and identify number 0-10. Students are able to name and make letter sounds for the entire alphabet. Students are able to participate in a regular school day and meet school expectations.
e. How are successes of Individual Plans of Study being measured?		

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SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		
g How are you ensuring students are civically engaged?		

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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		Jefferson offers an after school program option as well as summer school.
b. Are there appropriate and adequate instructional materials?	Yes	

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SECTION 3: Curriculum Needs		Notes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	

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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 Grades 10-12)		
c. Is every child in your school provided at least the following capacities?		Yes
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.		Most certified staff are LETRS trained or are obtaining this qualification. Within LETRS , an emphasis is placed on enriching oral communication through the planning and use of vocabulary and elaborating on oral responses using rich language.

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SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.		Teachers align lessons with KSDE's standards in the area of citizenship. Students are taught to learn about economic, social, and political systems that allow them to make informed choices. Additionally, these skills are enhanced during DARE and AllStars in 5th and 6th grades.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.		In grades 1-3, we learn about city government and how rules and laws are supported in our community by its citizens.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.		Through the district's adopted SEL program (Character Strong and CKH), students are taught about emotion management and skills that can help problem-solve through these emotions. Practices learned through Character Strong and CKH are encouraged throughout the school day.

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SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.		At Jefferson Elementary, topics of cultural and historical heritage are honored through many opportunities and approaches. ELA text is selected to provide a rich representation of people and places, Social Studies magazines provide articles which connect to grade appropriate standards and provide information to students about various cultures and cultural histories, as well as a school culture of encouraging tolerance of individualistic differences are apparent through observation of how students, parents, and staff interact with one another.
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.		All K-6 classrooms discuss careers as they apply to the social studies and science content being presented. The library has a collection of career focused books available to students and staff.

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SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
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.		All K-6 classrooms discuss careers as they apply to the social studies and science content being presented. The library has a collection of career focused books available to students and staff.

BUILDING NEEDS ASSESSMENT

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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?	17	
c. How many classified support staff are needed?	17	

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SECTION 5: Staff Needs		Notes
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	

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SECTION 5: Staff Needs		Notes
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Behavioral and Curriculum	Professional Development is always offered for teachers.

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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?	No	

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SECTION 6: Facility Needs		Notes
c. Are additional School Buses needed or any additional Routes needed?	No	

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SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Family Engagement Nights (Bingo, Zoo Night, Game Night, etc.)
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?	N/A	
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	PTO	
e. What types of communication exists with families? Is it adequate?	School Messenger, Seesaw, Email, Phone Calls, Facebook (this is adequate for elementary)	

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SECTION 7: Family Needs/Community Relations		Notes
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, School Messenger, Seesaw, Email, Phone (it is adequate)	

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SECTION 8: School Data		Notes
a. Building Attendance Rate	94.45 %	
b. Building Chronic Absenteeism Rate	12.27 %	
c. District Chronic Absenteeism Rate	28%	
d. District Graduation Rate	90.4%	
e. District Dropout Rate	1.4%	

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SECTION 8: School Data		Notes
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		
a. What is our building graduation rate		
b. What is ou building dropout rate?		

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SECTION 8: School Data		Notes
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		
c. What is our average comprehensive ACT score?		

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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?		Having an adequate amount of qualified teachers has become an issue. We are not seeing the amount of certified teaching applicants for open teaching positions. With inexperienced, unqualified, or a continuation of turnover it can be difficult to see sustained growth and excellence in school data.
1. Can these be achieved with additional resources?		
2. Why or why not?		
b. Additional building unique items:		

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SECTION 9: Other Data		Notes