2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District:	USD 475	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	340	
b.	Percentage of students with an active IEP	28.00%	Includes district specialized program
c.	Percentage of students enrolled in English Language Learner (ELL) services	7.00%	
d.	Percentage of students identified as At-Risk (Free lunch)?	48.00%	
e.	Pupil-Teacher Ratio Average	19 to 1	K-5 ratio without specialized program and Pre-K 22 to 1
f.	Pupil-Teacher Ratio Median	20 to 1	
g.	Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	Resources 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 tutoring/small group instruction and Tier 3
j.	Is there a tiered system of support to target math growth?	Yes	Tier 2 tutoring/small group instruction and Tier 3
k.	Are there local assessments to measure reading growth?	Yes	Universal screenings-Fastbridge
l.	Are there local assessments to measure math growth?	Yes	Universal screenings-Fastbridge
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	After school program 1-5th grade
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	MTSS groupings, after school tutoring/programming, Student Intervention Team	
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Charted math and reading domains for each student for progress monitoring and tracking

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 using a variety of resources	Standards Based Grading, Skyward Referrals, Attendance, Universal Screening (Fastbridge)
b.	What are the targets/goals related to social/emotional growth?	District and School Strategic Plan Goals	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)		Age 5 on or before August 31
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		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	
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?	Social Emotional Lessons, leadership opportunites within the school, community partnerships/activities duirng the school year	

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	
b.	Are there appropriate and adequate instructional materials?	No	Appropriate instructional materials are provided for Reading (Wonders), Math (Iready), SEL (Second Step), and Science (Foss). Social Studies Curriculum is needed for grades K-5th grade (currently under pilot/adoption phase).
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Students are provided with opportunites 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-This section for high school only
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?	Yes	Yes, there is a certified teacher present for each classroom. In the future, consideration for additional special education staff (teacher and support personnel) may need to be evaluated to ensure that appropriate student support is provided.
b.	How many classified support staff are currently employed?	32	
c.	How many classified support staff are needed?	32+	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 (consistent across grade levels), Social Emotional	

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
b.	Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	We do not have a secured entrance. Noted in district facilities plan.
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, and various PTA/school events.
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
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 through communication of support needed as well as building leadership capacity in others
e.	What types of communication exists with families? Is it adequate?	phone,text, email, class Dojo, face to face, newsletter, translation, papers going home	Yes, it is adequate.
f.	What types of communication/social media exists with your community? Is it adequate?	Facebook, Class Dojo, District/School website	Yes, it is adequate.

SECTION 8: School Data

			Notes
a.	Building Attendance Rate	94.4%	
b.	Building Chronic Absenteeism Rate	15.4%	
c.	District Chronic Absenteeism Rate	29.5%	
d.	District Graduation Rate	84.7%	
e.	District Dropout Rate	1.7%	

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?	Behavior that negatively impacts learners	Social Emotional learning and continued professional development in techniques and structures to support students is necessary
	1. Can these be achieved with additional resources?	Yes	Identification of resources to fit needs.
	2. Why or why not?	Student learning	SEL curriculum
b.	Additional building unique items:		