

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

District: USD 475 Geary County	Blgd #	Grades Served:
School: Fort Riley Middle School	0616	6th grade - 8th grade

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

SECTION 1: Student Needs	Notes
a. Student attendance	15.5%
b. Percentage of students with an active IEP	15.5%
c. Percentage of students enrolled in English Language Learner (ELL) services	4.0%
d. Percentage of students identified as at-risk (free lunch)	37.0%
e. Family Teacher Ratio Average	5.5 to 1
f. Family Teacher Ratio Median	5.5 to 1
g. Are the needs of Foster Care Students being met? If so, what supports are needed?	Yes There is communication between the foster families and FAMS to support Foster Care students at school. We also work to ensure all students have the supplies they need to meet their basic needs.
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes Our minority subgroups have fewer students performing at the Tier 3 level, and a greater number of students performing at the Tier 2 and 3 levels.
i. Is there a tiered system of support to target reading growth?	Yes Students who are Tier 3 for reading take a 30-minute MTSS class with small groups instruction.
j. Is there a tiered system of support to target math growth?	Yes Students who are Tier 3 for math take a math intervention elective. Students who are Tier 2 for math take a 30-minute MTSS class with small groups instruction.
k. Are there local assessments to measure reading growth?	Yes Language Program Monitoring, FastBridge Screens, Curriculum Assessments through Wonders and Study Sync.
l. Are there local assessments to measure math growth?	Yes Maths curriculum progress monitoring, FastBridge Screens
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes After School Program, 4 week summer school program
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Regular data talks with Teachers during content meetings and team meetings. Data talks with students. Data share with Site Council, goal setting and monitoring for progress with students, MTSS placement, Math Strategies and Language 1 classes, Student Intervention Meetings
o. Are there set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?	Yes Currently 64% of our students are scoring at levels 1 and 2 on the math state assessment, and 56% of our students are scoring at levels 1 and 2 on the reading state assessment.
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 measured?	SECC evaluation by report card, SAEBRS, Discipline Data, Attendance Data
b. What are the assessment goals related to social/emotional growth?	Not applicable
c. How do you determine students are ready for independent study or building career exploration?	Not applicable
d. What are the assessment goals related to independent study or building career exploration?	Not applicable
e. How are successes of individual Plans of Study being measured?	Based on the Kansas Rubric for Individual Plans of Study
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Not applicable
g. How are you ensuring students are civically engaged?	AVID, KAGAN, Service Clubs (KAY, SADD, SACS, NAMI) Multicultural Fair, Patriot Walk, Monthly Trooper Time walk and talks, Student created Club.
SECTION 3: Curriculum Needs	Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)	After School Program, Summer School
b. Are there appropriate and adequate instructional materials?	Yes Adopt Sci and SS curriculums - Transparency on Classroom Budgets is needed - Bring Back Swimming and Dance lessons, Art Needed, Need Instruments
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes One to one
SECTION 4: Educational Capabilities (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, including building services (Grade 12)	Not applicable
c. Is every child in your school provided at least the following capacities?	Yes All students have 60 minutes of English Language Arts daily.
1. Sufficient oral and written communication skills to enable students to function in complex and socially changing situations.	Yes All students have 60 minutes of Social Studies daily.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes All students have 60 minutes of Social Studies daily.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes All students have 60 minutes of Social Studies daily.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes All students have 60 minutes of Social Studies daily.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes All students have access to take band, choir and orchestra. There is limited spots in the Spanish department.
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 are able to take electives such as STEM Lab, Automation and Robotics, App Creation, Design & Modeling and AVID (Advancement Via Individual Determination)
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 All students at FAMS are given access to rigorous coursework as part of Core and Elective classes. There are extension opportunities for students in our math courses.
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 require every classroom to contain an educator who is certified in the content area being taught in said classroom and meet the needs of the school?	Yes FAMS had a full staff to meet the needs of our students.
b. How many classified support staff are currently employed?	22 Bus, secretaries, hall monitors, aides
c. How many classified support staff are needed?	0 Need another guidance counselor, General Education Social Worker
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes All principals have administrative licensure and receive ongoing PD in Organizational Leadership, Safety and Civil, AVID and other areas of instructional leadership. Our instructional coaching staff receives ongoing training in coaching and curriculum.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Staff need training in the following: High-impact instructional strategies (including Kagan, Cooperative Learning and AVID), Classroom Management (TEC and CHAMPs), implementation of their specific curriculum with fidelity (Wonders, Study Sync, Blue, Second Step -), Technology Training (Scholastic, Skyward, NearPod, Smart Board, Go Guardian -), Training on building-wide routines and procedures, Special Education training, How to communicate with families, improving student attendance.
SECTION 6: Facility Needs	Notes
a. Is there adequate space for student learning?	Yes We have adequate classroom sizes and enough rooms for our needs.
b. Are there resources necessary for adjustment to the existing space that need to be made?	Yes Consistent bus driver shortages impact travel for athletics and activities.
c. Are additional school buses needed or any additional routes needed?	Yes
SECTION 7: Family Needs/Community Relations	Notes
a. Do you have regular events to engage parents with teachers?	Yes Student Led Conferences 2 times per year, weekly newsletters from team teachers and elective team to families, email communication to parents, subject, Open House, Sporting Events, Club Sponsored
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use interventions that students will be required to use, etc.) are provided?	None
c. Do you have an active Site Council?	Yes We need to build parent involvement.
d. Do you have active PTO, PTA, Booster Club or other organizations with parent leadership?	Yes Establish our PTO this year.
e. What types of communication exist with families? Is it adequate?	Yes We find we have adequate communication with families.
f. What types of communication/social media exist with your community? Is it adequate?	Facebook, we use it 2-3 times per day. Update on activities going on at school. Newsletter to families with updates at least once per 2 weeks. We are striving to share more daily classroom activities on social media to give the community a vision of what a day in the life of a Trooper looks like.
SECTION 8: School Data	Notes
a. Building Attendance Rate	93.6%
b. Building Chronic Absenteeism Rate	23.3%
c. District Chronic Absenteeism Rate	27.6%
d. District Graduation Rate	84.7%
e. District Dropout Rate	1.7%
SECTION 9: High School Needs (buildings with grades 10 through 12 only)	Notes
a. What is our building graduation rate?	Not Applicable
b. What is our building dropout rate?	Not Applicable
c. What is our average attendance rate ACT score?	Not Applicable
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?	Consistent teacher shortages continues to bring challenges to curriculum delivery. Recruitment and retention of all staff is a top priority for us. Our student population and their families have a high rate of transparency and face challenges during deployments and extended training. A large percentage of our students qualify as "at-risk" in at least one category.
1. Can these be addressed with additional resources?	Yes
2. Why or why not?	Our resources can be solved with additional staff applicants. Our educators will continue to grow their pedagogy so that they are able to support individual student needs with greater success.
b. Additional building unique items:	Though our enrollment is up this year, we are unable to provide our students with highly desired elective offerings such as Art and FACS.

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 information included (per K.S.A. 72.1163). The assessment needs 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 (increasers to rights):

- Right click this tab at the bottom of the Excel window (originally named "Blg1" Needs Assessment", but may have been renamed).
- Click "Move or Copy..."
- Check "Create a Copy" box.
- Select this tab (originally named "Blg1" Needs Assessment", but may have been renamed) in order to place the copy to the left of this tab.
- Click On and the new tab will appear, ready to edit.
- Right click on 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. Not later than 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 budget and summary shall be in the form prescribed by the director pursuant to K.S.A. 79.2926, and amendments thereto.