

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

District: USD 475 - Geary County Schools	Bldg #	Grades Served: K-5
School: Grandview Elementary	0592	

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.

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 1: Student Needs		Notes
a. Student Headcount	91	
b. Percentage of students with an active IEP	24.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	8.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	55.00%	
e. Pupil-Teacher Ratio Average	16.0	
f. Pupil-Teacher Ratio Minimum	16.0	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	McKinney-Vento Coordinator can help locate resources, United Way donates supplies, utilize Counselor/Social Worker to help these students adjust.
h. Are there gaps in student success among race/ethnicity student subgroups?	No	Need to ensure we are providing translations to home language.
i. Is there a tiered system of support to target reading growth?	Yes	small-group instruction, SIT, tutoring, MTSS, TAPPS meetings
j. Is there a tiered system of support to target math growth?	Yes	small-group instruction, tutoring, SIT, MTSS, TAPPS meetings
k. Are there local assessments to measure reading growth?	Yes	FastBridge, 90% Group, Wonders Assessments
l. Are there local assessments to measure math growth?	Yes	FastBridge, Fureka Assessments, Ready diagnostic
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	There is At-Risk and ESSER funding for before/after school tutoring, After School Program, Summer School.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Interims for 4th and 5th grade	3rd Grade had technical errors at the state level
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No	Plan to take additional interim opportunities and analyze data next year to drive instruction. Plan to set goals with individual students based on past performance.
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?	Rarely measured	Only measuring progress of students who are identified through Special Education or the Intervention Team as needing a specific SEL goal.
b. What are the targets/goals related to social/emotional growth?	Implement Second Step at the Tier 1 level. Discuss Behavior data quarterly and try to get students into Tier 1 through interventions.	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ for parents, Kindergarten screener for students, transition meetings for identified ECC students	All students who meet the age requirement are accepted despite performance on kindergarten screeners. Is there an option to explore a transitional Kindergarten program?
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Increased access to Early Childhood Education	
e. How are successes of Individual Plans of Study being measured?	N/A	N/A
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?	Constitution Day. Need more opportunities.	Meaningful Work Student jobs program in the works, bring back Student Council next year.
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	21st Century Grant After School Program, On-site Summer School Program	
b. Are there appropriate and adequate instructional materials?	Yes	District has purchased curriculum in almost every subject area. Supplemental materials for Reading and Math intervention are available. Social Studies materials needed.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Students have computers/tablets. Classroom equipped with Smart TVs.
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	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	No	Limited social studies resources. District plans to pilot a curriculum next year. We prioritize Literacy and Math, which can lead to a lack of time devoted to Social Studies instruction.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	No	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Second Step, Snap-Ed wellness lessons, counselor lessons, PE lessons
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	No	Limited exposure to the arts in elementary school.
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	Title money is used to ensure one classroom teacher per grade level, as well as to hire additional tutors.
b. How many classified support staff are currently employed?	14	
c. How many classified support staff are needed?	14	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Grandview does not always have all of these personnel, it depends on the year and the funding available. This year, we have a librarian and a counselor.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Ad Council Meetings, Elementary Principals Meetings, National Conferences, Professional Development Meetings
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		FOS training, MTSS training, Achievement Team Training
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	We have enough classrooms - however our common spaces (gym/cafe/cafeteria and/or library) could be larger to accommodate larger groups of students, all staff meetings, parent events, or other gatherings.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Entry door badge readers are in need of replacement, gym/cafe/cafeteria/kitchen needs several improvements (not enough space or storage, audio system, projector system, stage, etc.). Exterior cameras and intercoms need repairs. Additional fencing requested. Cosmetic issues with paint and cabinetry.
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?	No	Covid-19 has hindered our family involvement, many events have been shelved or turned into remote opportunities. It's a goal to return to in-person events next year.
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?	None in the building	Parent University (district program)
c. Do you have an active Site Council?	Yes	Limited parent involvement, typically only one or two parents would attend. Meetings were held over Zoom due to COVID. Staff members did attend.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No	Goal moving forward.
e. What types of communication exists with families? Is it adequate?		Newsletters, Class Facebook Pages, Class Dojo, Text Messaging, Emails, Phone Calls
f. What types of communication/social media exists with your community? Is it adequate?	Facebook	Need to create more posts to increase parent engagement.

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.

SECTION 8: School Data		Notes
a. Building Attendance Rate		
b. Building Chronic Absenteeism Rate	13.0%	
c. District Chronic Absenteeism Rate		
d. District Graduation Rate		
e. District Dropout Rate		
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate?		
b. What is our building dropout rate?		
c. What is our average comprehensive ACT score?		
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?	Attendance/Tardiness, Chronic Absenteeism, Low SES	
1. Can these be achieved with additional resources?	Transportation provided when needed, food provided when needed, readily available community resources	Food 4 Kids program is helpful (weekend food bags)
2. Why or why not?		
b. Additional building unique items:		