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

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.

District:	USD 475	Bldg #	Grades Served: PreK - 5
School:	Lincoln Elementary		

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

SECTION 1: Student Needs			Notes
a.	Student Headcount	259	
b.	Percentage of students with an active IEP	19.00%	
c.	Percentage of students enrolled in English Language Learner (ELL) services	2.00%	
d.	Percentage of students identified as At-Risk (Free lunch)?	43.00%	
e.	Pupil-Teacher Ratio Average	20-1	
f.	Pupil-Teacher Ratio Median	22-1	
g.	Are the needs of Foster Care Students being met? If no, what supports are needed?		Most foster care students are in foster care with already parents present in our building. We do not receive a lot of agency support, i.e.: Via Christi, Casa, etc. We would like to see more support from those outside agencies to help with SES, behaviors. Information related to support students in trauma would benefit all staff. This could be a good topic for our parents/foster parents as well.
h.	Are there gaps in student success among race/ethnicity student subgroups?		Yes. Our biggest gap is between African American students and Low SES. We do not have a large number of African American students in our student population making the gap in student achievement seem larger than it is actually. We only have 16 in that particular subgroup in grades 3 5 out of 117 students. If one or two do not do well the percentage drops at an expoenential rate. All other subgroups are very comparible to the rest of the students.
i.	Is there a tiered system of support to target reading growth?	YES	Using district provided screeners students are put into appropriate flexible tier grouping. Students in 2 and 3 tiers are given diagnostics to dive deeper into needs and data. Continual progress monitoring is given as well as small group tutoring, research based strategies, and extra supports in the classroom. This year, we have a walk to intervention process that helps us provide more targeted interventions to smaller groups of students.
j.	Is there a tiered system of support to target math growth?	Yes	see above notes as it is the same for math instruction
k.	Are there local assessments to measure reading growth?	Yes	In 2021-22, we had 9 reading program assessments, BOY/MOY/EOY Fastbridge screeners (3 at each time), and formative assessments in both reading and math.Interim assessments are provided by the state. We use the PSI/PAST as a diagnostic tool for reading.
l.	Are there local assessments to measure math growth?	yes	We utilize BOY/MOY/EOY Fastbridge assessments (3 at each time frame). Our math program provides Unit assessments for both mid-module and end of module checks. We can utlizie interms from the state to monitor readiness for our state assessment There are exit tickets after each lesson. This year we are using the iReady diagnostic test to monitor growth of the students.
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	yes	Our staff provides after school tutoring for targeted students. Tutoring can also occur during the day outside the classroom setting. We use data to target students that have learning gaps and provide tutoring for these students. For high acheiving students, we have gifted learning opportunities. We have 2 SPED teachers available to assist identified students in a resource room setting.. This year we will have an after school program that can accommodate around 40 students.
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		We are revamping/revisiting MTSS data and creating flexible groups to better address all levels of learning. We are maximizing available staff to pull students to target learning gaps, We also have extended opportunities for students scoring above level. Students will take interim assessments and set their own goals each time for improvement.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	yes	Our goal is to have all students in levels 3 and 4. Students at 1 and 2 are given progress monitoring, student intervention plans, and diagnostic assessments to identify targeted gaps. Small group tutoring groups are flexible. We continually monitor student data at review meetings, For frequent checks on progress, we hold PLC weekly meetings with instructional coach/admin.

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?		Most students are identified through referral data and classroom behavior intervention data, All kindergarten parents are required to complete ASQ screeners. We do Saebrs screeners 3 times per year.
b.	What are the targets/goals related to social/emotional growth?		We focus on objectives found in our Second Step Curriculum and SECD standards. We talk to our students about Growth Mindset & Goal Setting. Through class meetings we target Emotion Management, Bully Prevention, Empathy & Kindness, Problem Solving. We conduct book clubs with our 5th grade students that focus on positive character traits for success.
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		We have implemented transition meetings and opportunities for our PreK students. Parents complete an ASQ screener which gives us information on ther readiness of our students entering kindergarten.
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		We work to meet early childhood standards, and monitor students that are not scoring 3 or higher on standards. This year we are implementing several transition activities for our PreK students that are entering kindergarten.
e.	How are successes of Individual Plans of Study being measured?		not applicable
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?		During election year, we practice voting procedures. We have multiple schoolwide community service activities (food drives for our local food pantry, collection of donations for our local laundry, bell ringing for the Salvation Army, partnerships with local Nursing Homes). All classrooms hold class meetings. We provide opportunities for students to apply for building jobs to promote responsibility and integrity.

SECTION 3: Curriculum Needs			Notes
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		We off After School Tutoring, summer school, Boys and Girls Club. This year, we are beginning and After School Club that will provide opportunities for 40 students that have academic needs.
b.	Are there appropriate and adequate instructional materials?	Yes	We use iReady for our Math curriculum, Wonders for Reading, Foss for Science, Heggerty for Phonemic awareness, Second Step for Social Emotional. We also utilitze 95% group for reading interventions.
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	iPads are used in Kindergarten. All students have one to one devices that can be used during the school day. This year, all classrooms were equipped with New Smart TVs. Document cameras are provided in each classroom. Our gym has a new sound system that we utlize for assemblies and programs.

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)	don't do	
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		
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices		
	3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation		
	4. Sufficient self-knowledge and knowledge of his or her mental and physical		
	5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage		
	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		
	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		

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?	Title legislation	All classrooms filled with certified teachers.
b.	How many classified support staff are currently employed?		12
c.	How many classified support staff are needed?	12	The district is very supportive in providing support staff that is needed.
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	We have a sufficient number of librarians and nurses. At this time our SW performs the work of counselor and Social Worker.
e.	Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Our district has highly qualified adminstrators that provide leadership in the the building.
f.	What staff development is necessary for teachers to support student success and meet the school improvement goals?		We develop our professionsl opportunites from our KESA plan: We have trained all staff in the use of 95% resources. We have also trained staff in grades 3-5 in greek/latin roots and syllabication. We train tutors and staff in iReady resources, SEL training for music/pe/etc. teachers. District curriculum is refined during PLCs and building Pd

			Notes
a.	Is there adequate space for student learning?	Yes	We currently have an adequate number of classrooms, however we would benefit from a multipurpose room (gym and cafeteria). A student regulation space would benefit students. We need to be creative with space utilization.
b.	Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Repairs are addressed as they arise. An adjustment that would be beneficial is to add a badge reader to our courtyard doors to allow entry in case of an emergency.
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	We have back to school night, music programs, boohoo breakfast for kinders, family curriculum nights, Site Council 4 times per year and monthly PTO meetings. We invite partents into the school for volunteer opportunities. We invite parents to attend our Freedom Walk, Halloween parades and our annual Christmas Parent/Neighbor breakfast.
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 start each year with Parent Orientation. This reviews the curriculm with parents as well as expectations. We provide Love and Logic Training for all parents. In the past, we have had technology nights that provide parents with safety tips. We have provided information that assists parents with the math curriculum and the reading curriculum.
c.	Do you have an active Site Council?	Yes	They meet 4 times per year. This groups reviews curriculum, assessment data, school procedures and programs.
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	They meet monthly in the evenings. The PTO helps with fundraising. The group also helps with planning of family engagement activities.
e.	What types of communication exists with families? Is it adequate?	Yes	The office sends home monthly newsletters. Each classroom provides weekly newsletters which keep parents informed of students learning for the week and events. The principal sends weekly on-line messages through Skyward. Classroom teachers communicate through classdojo. Other information is shared through FaceBook.
f.	What types of communication/social media exists with your community? Is it adequate?	Yes	We utilize Facebook and Classdojo. We also send weekly communication to families through Skyward.

SECTION 8: School Data			Notes
a.	Building Attendance Rate		83.51%
b.	Building Chronic Absenteeism Rate		16.49%
c.	District Chronic Absenteeism Rate		27.60%
d.	District Graduation Rate		84.70%
e.	District Dropout Rate		1.70%
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)			Notes
	a. What is our building graduation rate	don't do	
	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, behavior,	Through COVID, we have struggled with attendance numbers. We have increased behavior needs and need time and resources to study intervention and for planning. The district has provided 95% Group intervention resources as well as Heggerty to assist with phonemic awareness. These resources help with learning gaps in reading.
	1. Can these be achieved with additional resources?	Yes	We would like to find time to train our support staff in behavior interventions. We need to be creative in finding spaces for small group work and regulation spaces.
	2. Why or why not?		
b.	Additional building unique items:		