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

District:	USD 475 Geary County Schools	Bldg #		Grades Served:
School:	Milford Elementay	7624		K-5

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

SECTION 1: Student Needs

		Notes
a. Student Headcount	80	
b. Percentage of students with an active IEP	13.75%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	18.75%	
e. Pupil-Teacher Ratio Average	13.3 to 1	
f. Pupil-Teacher Ratio Median	12.5 to 1	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	N/A	No current foster kids. Services for past students and families provided.
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	Hispanic students have higher absentism, higher percentage in tier 3 math based on PowerBi data.
i. Is there a tiered system of support to target reading growth?	Yes	MTSS reading schoolwide 30 minutes daily.
j. Is there a tiered system of support to target math growth?	Yes	MTSS math 30 minutes daily.
k. Are there local assessments to measure reading growth?	Yes	Fastbridge, 95% Phonics Screener, Wonders
l. Are there local assessments to measure math growth?	Yes	iReady, Fastbridge
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Robotics Club, ELOs - Enhanced Learning Opportunities, After School Program, Fieldtrips, STARBASE
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	ELA MTSS Walk to Intervention in place daily 30 minutes, Math MTSS 30 minutes per day in grade level small groups, Individual or small group tutoring in for those most at-risk. Individual student conference and goal setting with principal and academic coach.	95% Group materials used to screen students in basic and advanced phonics and multisyllabic words, progress monitoring occurs every 3 weeks and new groups formed based on individual needs. iReady diagnostic is used to pinpoint gaps and iReady My Path used for individualized instruction during small groups and individualized tutoring sessions.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Students in levels 1 and 2 are receiving additional time outside core instruction during MTSS and for Tier 3 students an additional tutrong time is set. Tier 3 SPED students receive additional time.

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?	Fastbridge SAEBRS	Attendance/Discipline is also monitored by monthly BLT and Behavior Intervention Team meetings as well as discussions during PLCs. We are also monitoring our subgroups.
b. What are the targets/goals related to social/emotional growth?	Have 80% or more of students in the low risk category of SAEBRS.	Moving students to low risk by using our school counselor/social worker, Second Step curriculum, SIT (individualized behavior plans for students in Tier 2 & 3)
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Data from ASQ and Kindergarten transition meetings held at the start of the school year	There is currently a need for a transition program which we will work to implement during the spring semester
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Implement a Kindergarten transition program to coincide with our summer school through our 21st Century grant.	Kindergarten students are also part of our after school program and have a scheduled academic tutoring time to work on individual needs.
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?	StuCo, activities including the community such as Freedom Walk, Diabetes Walk, recycling program, fire safety, food drives, Veteran's Day celebration, Meaningful Student Jobs, etc.	Our goal is to continue to strive for the Civic Advocacy Award through KSDE each year.

SECTION 3: Curriculum Needs			**Notes**
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	After school program through 21st century grant, Robotics Club, summer school, STUCO	
b.	Are there appropriate and adequate instructional materials?	Yes	We will plan and implement professional development in the areas of multisyllabic instruction and Greek and Latin Roots and vocabulary development.
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	We have adequate technology building wide.

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218) (High School Only)			**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?	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?	Based on number of students our teacher to student ratio is adequate. We do not have a teacher at each grade level which creates additional planning and flexible scheduling.	We have created a schedule that allows for all 3-5 students access to a certified teacher at their grade level in all content areas.
b.	How many classified support staff are currently employed?	6	3 paraprofessionals, 1 TA, .5 TA/.5 Kitchen Server, .5 TA/.5 SSM, TAs also cover lunch playgroung duties
c.	How many classified support staff are needed?	0	Change .5 SSM to full time SSM (she currently is .5 SSM and .5 TA) Her days are spent doing SSM responsibilities. Would not need to hire staff just a change in assignment. PBR has not been submitted yet.
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	Our counselor/social worker is part time at our building (T & Th). We appreciate the time we have her support and know she is available if needed.

e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes		Learning opportunities occur during Wednesday meetings as well as PLC time. The BLT (Principal, Academic Coach and Team Leader) support, plan and facilitate learning opportunities. We also call on experts in other schools and at the District when needed based on building/teacher needs.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Continue to have professional development with new curriculums and refresher courses.		ELA-PD in: Wonders curriculum and available resources, MultiSyllabic Words, Greek and Latin Roots. Math-PD in: on iReady teaching resources, iReady diagnostic resources, reports.

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	
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	Examples: Parent Orientation, Bingo for Books, School Carnival, PTO, Site Council, Friendship Feast, Breakout Nights, Math Night, Parent Teacher Conference, Book Fairs, Back to School Bash, 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?	Yes	Back to School Bash, Parent Orientations, Math & Reading Nights, *Tips, Tricks and Treats Night*
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	PTO
e. What types of communication exists with families? Is it adequate?	Types of communication that exist: email, text, Facebook, Schoology, Newletters, Calendars, Flyers, Inperson communication at pickup and drop off, Positive parent calls. Yes, it is adequate.	
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Schoology, School & City Marquee, monthly calendars, classroom newsletters, event flyers, Email, Texts	

SECTION 8: School Data — Notes

a. Building Attendance Rate	93.4%	Attendance Plan needs to be reviewed and followed.
b. Building Chronic Absenteeism Rate	16.1%	Attendance Plan needs to be reviewed and followed.
c. District Chronic Absenteeism Rate	27.6%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	1.7%	

SECTION 8A: High School Needs (buildings with grades 10 through 12 only) Don't Do — 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?	After school care and transportation have been a barrier, but we just received the 21st Century grant to implement these for the next 5 years. Also, keeping building numbers up so that we can have a teacher per grade level.	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	Additional resource to guarantee a teacher at every grade level would provide consistency.	
b. Additional building unique items:		
	None	