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

District:	#REF!	Bldg #
School:	Morris Hill	

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

SECTION 1: Student Needs

a. Student Headcount	212
b. Percentage of students with an active IEP	8.00%
c. Percentage of students enrolled in English Language Learner (ELL) services	14.00%
d. Percentage of students identified as At-Risk (Free lunch)?	32.00%
e. Pupil-Teacher Ratio Average	1 to 18
f. Pupil-Teacher Ratio Median	1 to 16
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes.
i. Is there a tiered system of support to target reading growth?	MTSS for reading (Tiered instruction); Small Group Instruction (Differentiated Tier 1 Instruction)
j. Is there a tiered system of support to target math growth?	Small Group Instruction (Differentiated Tier 1 Instruction); Tutoring opportunties for Tier 2 and Tier 3
k. Are there local assessments to measure reading growth?	Fastbridge, Wonders Progress Monitoring Assessments, Wonders End of Unit Assessments
l. Are there local assessments to measure math growth?	Fastbridge, Eureka Mid-Mod/End of Mod Assessments
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	ESSER Tutor; Instructional Assistant Support; After School Tutoring
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Small Group Instruction, MTSS (Remediation and Extension Opportunities), Manipulatives, Walk to Intervention, Tier 1 Instruction
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes. Tutoring/MTSS process to move students out of proficiency Levels 1 and 2

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)

a. How is social/emotional growth being measured?	Behavior Infractions (Power BI), SAEBRS (22-23 SY), SIT Plans, Documentation (Counselor/Behavioral Health)
b. What are the targets/goals related to social/emotional growth?	Pilot SEL curriculum (Number of Behavior Infractions), Increase attendance
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ (Parents and Teachers)
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Delayed kinder start date to provide time for teachers to meet with parents/student in a 1:1 meeting, MyIGDI's Kindergarten Readiness Assessment Tool (Fall, Winter, Spring), Increased PreK attendance and referral for families, Parents as Teachers program referrals
e. How are successes of Individual Plans of Study being measured?	SIT meetings/Quarterly data reviews/IEP meetings/PLC meetings
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?	Panther jobs; Positive Referrals for Guidelines for Success; Terrific Kids, Student Panthers, Most Improved Student

SECTION 3: Curriculum Needs

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	After School Tutoring; Summer School
b. Are there appropriate and adequate instructional materials?	Yes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes.

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)

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)	
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 wellness.	
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 intelligently.	
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.	

SECTION 5: Staff Needs

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?	There is adequate personnel/ staff to meet the needs of the school.
b. How many classified support staff are currently employed?	Twenty-five
c. How many classified support staff are needed?	Twenty-five
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?	Curriculum training, classroom management training, Fastbridge screener trainings, MTSS training, how to read and apply data.

SECTION 6: Facility Needs

a. Is there adequate space for student learning?	No
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes
c. Are additional School Buses needed or any additional Routes needed?	Yes, we currently share one bus for multiple routes

SECTION 7: Family Needs/Community Relations

a. Do you have regular events to engage parents with teachers?	Yes
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?	Newsletters, parent letters, parent nights
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
e. What types of communication exists with families? Is it adequate?	Emails, family events, facebook
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Website

SECTION 8: School Data

a. Building Attendance Rate	96.2%
b. Building Chronic Absenteeism Rate	3.8%
c. District Chronic Absenteeism Rate	6.3%
d. District Graduation Rate	
e. District Dropout Rate	

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)

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

a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Social and emotional needs
1. Can these be achieved with additional resources?	Yes, we are adopting an SEL curriculum
2. Why or why not?	Educating teachers and students on how to regulate emotions
b. Additional building unique items:	
	We have a greenhouse that students utilize often