

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

District:	Bldg. #	Grades Served:
School: Westwood	7614	PreK-5th

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

SECTION 1: Student Needs		Notes
a. Student Headcount	260	
b. Percentage of students with an active IEP	20.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	12.00%	
d. Percentage of students identified as At-Risk (Free Lunch)	77.00%	
e. pupil/Teacher Ratio Average	19.0	
f. pupil/Teacher Ratio Median	17.0	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	Professional development for staff on the basics of serving foster students would be beneficial. We are provided professional development for how to adequately help homeless students.
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	We held a multi-cultural fair to celebrate families of all ethnicities in May 2022. We hold family nights to share resources and collaborate with the ELL teacher about inclusive practices in the classroom setting. This area is an area we are targeting to improve the gap. We will be looking at subgroups in reading in math to see how we could strategically move students into different tiers within our MTSS reading and math groups.
i. Is there a tiered system of support to target reading growth?	Yes	We have a walk to intervention process in place for all students. Students are provided 30 minutes of additional reading support to meet their individual needs.
j. Is there a tiered system of support to target math growth?	Yes	We use the iReady Diagnostic to level MTSS within the classroom. Students work on their own individualized "path" on iReady to fill in missing skills or to learn new, advanced skills. Some students are provided math tutoring support.
k. Are there local assessments to measure reading growth?	Yes	Wonders, PSI, Oral Reading Fluency, FastBridge
l. Are there local assessments to measure math growth?	Yes	Ready unit tests and iReady diagnostic, FastBridge
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	ELA MTSS, Math MTSS, KITE mini tests, tutoring, Achievement Teams, Goal Setting, Weekly PLC Meetings	21st Century Summer School, Tutoring
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goal setting at the building and classroom level and building wide incentives for effort.
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?	SAEBERS, SECD Standards, Behavior/Attendance Data	FastBridge SAEBERS is given in October and February. After the screener is given, staff analyze the data to ensure that individual plans are in place for students that need additional social/emotional support.
b. What are the targets/goals related to social/emotional growth?	80% of students in Tier 1.	These scores will be determined by the SAEBERS screener given in October 2022 and February 2023.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ, ASQ-3, Early Childhood program, Kindergarten meetings, age cutoff	During kindergarten transition meetings, we provide computers for families to complete the ASQ screeners. This has been extremely successful in ensuring they are completed.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	District provides a free early childhood program opportunity for all 4 year olds. We also have a full-day Pre-K classroom in our building.	The district is currently serving 3 and 4 year old students in our community. Due to lack of space, we currently have a waiting list.
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?	Students participate in Constitution Day, Student Council, and Freedom Walk with learning about 9/11.	We also have student jobs called "Workin' Wildcats".
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	21st Century, Summer School, After school tutoring	A morning program is being started in October 2022.
b. Are there appropriate and adequate instructional materials?	Yes	ELA, Math, SEL have new, researched-based curriculums. The district currently is looking to adopt a new Social Studies curriculum for the future. A committee has been established and is currently working to pilot various curriculums to determine which program will best meet the needs of our district.
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)		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)		
c. Is every child in your school provided at least the following capacities?		Embedded within the Wonder's curriculum
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.	Yes	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
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.	No	
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	
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	Ongoing turnover of lunchroom/playground is a challenge we continue to face.
b. How many classified support staff are currently employed?	18	This number varies depending on the level of needs outlined in IEP plans.
c. How many classified support staff are needed?	18	Westwood is a Title 1 school and therefore we receive additional funding for materials and staff. We are currently trying to fill our MTSS coach. This position is paid for out of Title 1.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	Administration council and instructional coaching meetings help the leaders provide and support professional development in the building.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	All of our professional development needs are based on the goals outlined in our district/building KESA strategic plan.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Monthly staff/professional development meetings and weekly PLC meetings with colleagues.	
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?	Yes	A circle drive for pick up and drop off would help with student safety. The library is also outdated and could use some updates to better accommodate students and full classes. Both areas noted/shared with operations.
c. Are additional School Buses needed or any additional Routes needed?	Yes	We believe busing students could improve our attendance rate and chronic absenteeism rate.
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	We have Family Night, Sneak Peek, Parent/Teacher conferences, monthly newsletters, PTO, Plant Sale, Field Day, Freedom Walk, Music Programs, 5th grade celebration, kindergarten celebration, block party, book fair, class buddies
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 have Parent Orientation, Beginning of Unit family letters in iReady and Wonders, and parents as teachers.	We could post access to videos on Facebook, email, or put on monthly Newsletters so parents see where to access homework helpers more often.
c. Do you have an active Site Council?	Yes	We could post agendas prior to see if others are interested, but participation is low. We could recruit throughout the year with reminders on social media instead of just at the beginning of the year. We would love to have more community involvement.
d. Do you have active PTO, PFA, Booster Club, or other organizations with parent leadership?	Yes	We hold monthly PTO meetings. The group is well organized and they are always looking for opportunities to support the students and staff.
e. What types of communication exists with families? Is it adequate?	We use Facebook, Instagram, Email, Clever, Newsletters, Class Dojo, and Skyward.	According to our Title 1 needs assessment, families that participated feel that communication is effective. However, we had low participation in the survey. We can provide more opportunities for families to take the survey so we can get a better indication if communication is adequate.
f. What types of communication/social media exists with your community? Is it adequate?	Email, Letters, Facebook, Instagram, Smore Newsletter	It is very adequate, but we would like more parents to read the Smore Newsletter each month. We need to post more often to Instagram.
SECTION 8: School Data		Notes
a. Building Attendance Rate	94.1%	

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.

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 received 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.

b. Building Chronic Absenteeism Rate	21.5%	We have monthly attendance meetings and provide additional interventions for students who are chronically absent.
c. District Chronic Absenteeism Rate	17.5%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	3.7%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		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?	Chronic absences, lack of busing, staffing challenges	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	We feel that if students were bused our absences would decline.	We have many students who cannot get to school because they live far enough away that the parents/caregivers do not feel comfortable with them walking by themselves. Many times the parents/caregivers are unable to drive them or walk with the students.
b. Additional building unique items:	Library is an area listed as a priority for the building, but it is functional and readily utilized by students. *noted by facilities/operations*	
	Circle drive for drop off and pick up would help safety. *noted by facilities/operations.*	Parents and staff have brought up that our pick up and drop off is not safe with the busy road and lack of parking spaces for parents picking up and dropping off.