

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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| District: USD 248, Girard | Bldg # | Grades Served: |
| School: R.V. Haderlein Elementary | 1258 | |

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

| SECTION 1: Student Needs | Notes |
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| a. Student Headcount | 481 |
| b. Percentage of students with an active IEP | 15.80% |
| c. Percentage of students enrolled in English Language Learner (ELL) services | 1.67% Currently 8 students on our ESOL roster |
| d. Percentage of students identified as At-Risk (Free lunch)? | 44.49% Free and Reduced= 51.14% |
| e. Pupil-Teacher Ratio Average | 18 to 1 |
| g. Are the needs of Foster Care Students being met? If no, what supports are needed? | Yes The school resource systems are in place to meet the needs of this sub-group. Additional training to support childhood trauma and social emotinal needs continues to be a priority. |
| h. Are there gaps in student success among race/ethnicity student subgroups? | No |
| i. Is there a tiered system of support to target reading growth? | Yes K-5th MTSS/Title I Reading Groups |
| j. Is there a tiered system of support to target math growth? | Yes K-5th MTSS/Title I Math Groups |
| k. Are there local assessments to measure reading growth? | Yes Diagnostic Assessment |
| l. Are there local assessments to measure math growth? | Yes Single Skill Probes |
| m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting? | Yes 21st Century After School Program |
| n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores? | Yes We ensure all of the main standards are covered/reviewed before the state assessment window opens. All students take the predictive interim assessments three times per year. Teachers review this data, reflect, adjust their teaching, and make small groups to work on mastering the skills missed. |
| o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments? | Yes We keep track of the students that scored low on the state assessment on a spreadsheet. Teachers note why they believe each child scored low (attention to task, low academically, behavior, etc). The low score and reason is noted on the Child's SIT plan to allow the teacher the following year to make a plan/set goal for progress. |

| SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics) | Notes |
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| a. How is social/emotional growth being measured? | We are currently using mySAEBRS as our SEL screener and will begin utilizing the SAEBERS data to reflect and plan for student support based on these results. |

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| b. What are the targets/goals related to social/emotional growth? | The goal is to provide the support needed to help all students achieve a low-risk status in this area by matching students with the resources available to meet their individual needs. All teachers will be utilizing Second Step within their classroom. We will also be implementing the Family House System to support building relationships, not only within grade levels, but also across the building. | |
| c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners) | Students are given an Early Screener for Intervention to determine their entry level. An academic screener is also given at Kindergarten Round-Up. Parents complete an ASQ that also shares information with us to plan and prepare for incoming kindergarteners. We also offer a JumpStart program during the month of July which includes foundation skill work for these students. | |
| d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners) | As students complete benchmark/classroom assessments, the goals for each child are created and monitored, adjusted as needed. Foundational skills and student mastery of standards are in place. We also focus on social/emotional development, language and literacy goals, cognition and general knowledge, fine motor skills, along with physical health and development. | |
| e. How are successes of Individual Plans of Study being measured? | N/A | We are not currently utilizing Individual Plans of Study. However, we utilize a data spreadsheet with student data to ensure progress is on track. If there are concerns with academics, the SIT team will meet and prepare a plan for the student to reach his/her goals. |
| 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? | Classrooms discuss current events through the use of Weekly Reader, Scholastic News, and CNN 10 which cover a variety of civic standards in the classroom. We also have mock elections, Student Ambassadors, opportunities to identify and model good citizenship, volunteer opportunities and classroom buddies, which help build relationships, provide modeling, and teach civic responsibilities. The expectation is that every student will complete a community service project with their grade level each year. | |
| SECTION 3: Curriculum Needs | | Notes |
| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? | We offer an After School Program throughout the school year for K-5 students, 4 days/week. We also offer summer school during the month of June, 4 days/week. | |
| b. Are there appropriate and adequate instructional materials? | Yes | Our instructional materials provide differentiated support to meet the needs of our students. |

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| c. Is current technology appropriate? If no, what technology is needed to support the curriculum? | Yes | We have the technology needed to provide opportunities for our students and build their knowledge in utilizing these devices to complete and submit assignments digitally, complete research projects, etc. on a daily basis. Each student has their own device to complete assignments. |
| 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? | Yes | |
| 1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization. | Yes | Students are expected to complete a writing response during their literacy timeframe and speak on their reflection within their group throughout the week. Classrooms also focus on Language Workshop and Writing Workshop that provides additional opportunities to build their written and oral communication skills. Our older students also have opportunities to complete research projects and present the information to their classmates. |
| 2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. | Yes | Students are involved in class discussions and activities connected to financial literacy throughout the school year. Students also have opportunities to discuss current events taking place around the world and complete a government unit. |
| 3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation. | Yes | Classrooms offer ongoing opportunities to learn about concepts taking place within our community, state, and nation. Depending on the age group, discussions provide further in-depth knowledge to ensure understanding of these topics. |
| 4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness. | Yes | Our building implements Second Step, which allows for continued growth in this area. Students also have the opportunity to visit with our counselor and/or the school-based therapist weekly to support their mental well-being. |
| 5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. | Yes | Our students are offered art opportunities within their specials rotation weekly. Fifth grade students also have the opportunity to participate in band. |
| 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. | Yes | As students meet their benchmark goals, they are provided opportunities for enrichment and higher level thinking opportunities during differentiated instruction. |
| 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 | Our students prepare for the state assessments and perform well in comparison to the state average. Students are offered opportunities at the cutting edge of their academic level to ensure they are continuously moving toward the goal. |
| SECTION 5: Staff Needs | | Notes |

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| 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 | All staff members are highly qualified. |
| b. How many classified support staff are currently employed? | | |
| c. How many classified support staff are needed? | | |
| d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.? | Yes | We are adequately staffed to meet the needs of our building. |
| e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers? | Yes | Ongoing professional development is a priority and offered to meet current needs. |
| f. What staff development is necessary for teachers to support student success and meet the school improvement goals? | Our student population is everchanging, so professional development opportunities need to also adjust as we reflect. We focus on providing training to support differentiated instruction, trauma, growth mindset, social/emotional support, and ensuring students feel successful when these different challenges arise. | |
| SECTION 6: Facility Needs | | Notes |
| a. Is there adequate space for student learning? | Yes | Each classroom provides space for individualized and small group learning opportunities. |
| 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 | Our PTO offers events throughout the school year to connect parents with the school setting. These include Art Night, Science Night, and a Holiday Event to name a few. Our After School Program also offers Family Engagement activities throughout the school year to build a school/home connection. We also offer Parent/Teacher conferences each fall, along with Meet the Teacher Night prior to the first day of school. Our Title department offers opportunities for family engagement. In the spring, families are also welcome to join Super Kids Day and Field Day for each grade level. |
| 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? | During P/T conferences, teachers provide resources and materials for parents to support their child at home. In the past (Pre-Covid), we have hosted a family event that includes break-out sessions offering support for parents in the areas of math, reading, science, technology, etc. It is our goal to bring this opportunity back for our families. | |
| c. Do you have an active Site Council? | Yes | This group meets twice/year. |
| d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? | Yes | Our PTO meets monthly throughout the school year. |

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| e. What types of communication exists with families? Is it adequate? | Our building utilizes SeeSaw to communicate classroom information and student work completion/assignments. Administrators also send out parent/guardian letters via email often. Phone calls home are also in place, as needed. We adequately communicate with families and ensure they are informed. Surveys are also provided for feedback. | |
| f. What types of communication/social media exists with your community? Is it adequate? | Our district utilizes Facebook, Instagram, and Twitter to share information, highlight accomplishments, and share great things happening within our buildings. We also mail district newsletters out 3-4 times/year that inform the community on what is currently taking place within the district. | |

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| SECTION 8: School Data | | Notes |
| a. Building Attendance Rate | 94.5% | Kansas Report Card |
| b. Building Chronic Absenteeism Rate | 13.39% | |
| c. District Chronic Absenteeism Rate | 12.1% | |
| d. District Graduation Rate | 93.5% | |
| e. District Dropout Rate | 0.8% | |

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| 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 | |

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| 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? | Consistently meeting student needs behaviorially, social-emotionally, and mentally. These needs are very high and take a lot of time, resources, and dedication from those involved to ensure all of the students are successful. | |
| 1. Can these be achieved with additional resources? | Yes | |
| 2. Why or why not? | Our district therapist has been a great resource to our teachers and students. We also partner with Crawford County Mental Health. They provide case managment, attendant care, counseling, and an after school program called Challenger. We've added a focus room para this year. This individual is trained to help students stay calm and regulate their emotions. We utilize Second Step as our buildng-wide social emotional curriculum. | |
| b. Additional building unique items: | | |
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