

## 2022-2023 School Year District Needs Assessment for 2023-2024 Budget Considerations

<b>District:</b> USD 248, Girard	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> District	1244	PreK-12

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

SECTION 1: Student Needs		Notes
a. Student Headcount	1,008	
b. Percentage of students with an active IEP	17.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	1.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	43.04%	
e. Pupil-Teacher Ratio Average	16/1 Average	
f. Pupil-Teacher Ratio Median	18/1	
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?	No	No statistical gaps
i. Is there a tiered system of support to target reading growth?	Yes	
j. Is there a tiered system of support to target math growth?	Yes	
k. Are there local assessments to measure reading growth?	Yes	
l. Are there local assessments to measure math growth?	Yes	
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?	Yes	
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>		
a. How is social/emotional growth being measured?	Fastbridge SAEBERS is a mental health screener that students take twice per year. GHS also collects KCTC data yearly.	
b. What are the targets/goals related to social/emotional growth?	Growth away from the high risk category measured twice per year	
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	

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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?	Goal setting and record keeping	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	90% will with attend a postsecondary program or earn a business recognized certification	
g. How are you ensuring students are civically engaged?		

**SECTION 3: Curriculum Needs**

		<b>Notes</b>
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Multiple opportunities offered in all district buildings and grade levels. See notes!	
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	USD 248 is strongly committed to technology in our district. It is a major budget item each year.

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

		<b>Notes</b>
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)	Yes	GHS requires 24 credits for graduation. However, a student can earn up to 30 credits in thier 4 years at GHS.
c. Is every child in your school provided at least the following capacities?	Yes	See individual building's needs assessment.
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	See individual building's needs assessment.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	See individual building's needs assessment.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	See individual building's needs assessment.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	See individual building's needs assessment.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	See individual building's needs assessment.
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	See individual building's needs assessment.
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	See individual building's needs assessment.

**SECTION 5: Staff Needs**

		<b>Notes</b>
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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	
b. How many classified support staff are currently employed?	58	Also includes Rule 10 coaches. Does not include transportation staff since they are contracted.
c. How many classified support staff are needed?	58	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	3 full-time counselors, 2 full-time nurses.
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?	Our student population is everchanging, so professional development opportunities need to also adjust as we reflect. Currently, we are focused on providing training to support trauma, growth mindset, social/emotional support, and ensuring students feel successful when these different challenges arise.	

**SECTION 6: Facility Needs**

		<b>Notes</b>
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	
c. Are additional School Buses needed or any additional Routes needed?	No	USD 248 purchased 2 school buses in 2022-23

**SECTION 7: Family Needs/Community Relations**

		<b>Notes</b>
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?		
c. Do you have an active Site Council?	Yes	Each building has an active site council.
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?	School Reach phone/email messaging to parents, Social media platforms, Newsletter. SeeSaw and Canvas 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.	

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f. What types of communication/social media exists with your community? Is it adequate?

The district shares information on various social media accounts– USD #248 Website, Facebook, Twitter, Instagram, and YouTube.. We also utilize a school messaging system that will send out email/phone calls when we need to share important information. We also utilize a district newsletter and school paper to communicate with our community.

### SECTION 8: School Data

		<b>Notes</b>
a. Building Attendance Rate	95.0%	District Percentage for all 3 buildings
b. Building Chronic Absenteeism Rate	12.1%	District Percentage for all 3 buildings
c. District Chronic Absenteeism Rate	12.1%	District Percentage for all 3 buildings
d. District Graduation Rate	93.5%	
e. District Dropout Rate	0.8%	

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

		<b>Notes</b>
a. What is our building graduation rate	93.5%	
b. What is our building dropout rate?	0.08	
c. What is our average comprehensive ACT score?	20.0	

### SECTION 9: Other Data

		<b>Notes</b>
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		
1. Can these be achieved with additional resources?		
2. Why or why not?		
b. Additional building unique items:		
RVH Elementary		
GMS		
GHS		