

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

District: USD 248, Girard	Bldg #	Grades Served:
School: District	1244	N/A - Central Office

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

SECTION 1: Student Needs		Notes
a. Student Headcount	1,018	
b. Percentage of students with an active IEP	10.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	1.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	35.07%	
e. Pupil-Teacher Ratio Average	17/1 Average	
f. Pupil-Teacher Ratio Median	19/1	
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 with this student population would be beneficial moving forward.
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	RVH Elem. K-5th MTSS/Title I Reading Groups, GMS (6-8) GHS (9-12) IXL-a comprehensive K-12 curriculum with Real-Time Diagnostic, personalized guidance, and actionable analytics to help personalize instruction and help students progress faster in Math, Reading, Grammar, and Science, Kansas State Assessment, Pre-ACT 9, Pre-Act 10, ACT, STAR, KELPA, and instructor's pre and post tests.
j. Is there a tiered system of support to target math growth?	Yes	RVH Elem. (K-5) MTSS/Title I Math Groups, GMS (6-8) MTSS Math Groups, IXL, GHS (9-12) : IXL-a comprehensive K-12 curriculum with Real-Time Diagnostic, personalized guidance, and actionable analytics to help personalize instruction and help students progress faster in Math, Reading, Grammar, and Science, Kansas State Assessment, Pre-ACT 9, Pre-Act 10, ACT, STAR, KELPA, and instructor's pre and post tests. In the past four years, GHS has added the following assessments: Kansas Communities that Care, a survey for 10th and 12th graders that provides valuable insights on the health risk behaviors and opinions of students at GHS so the risks can be identified and the programs and activities needed can be adjusted or added; FastBridge Reading and Math, a program that helps the faculty to identify students for additional support and monitors growth; and SAEBRS, a program that screens students to identify school, class, and individual social-emotional learning needs.
k. Are there local assessments to measure reading growth?	Yes	RVH Elem. (K-5) Diagnostic Assessments, GMS (6-8) STAR, Fastbridge, GHS (9-12) : Fastbridge, IXL, STAR
l. Are there local assessments to measure math growth?	Yes	RVH Elem. (K-5) Single Skill Probes, GMS (6-8) Fastbridge, GHS (9-12) : Fastbridge, IXL,

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<p>m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?</p>	Yes	<p>RVH Elem. (K-5): 21st Century After School Program. GMS (6-8): Academic At-Risk assistance Wednesday's , Summer School . GHS (9-12): Wednesday early release program for struggling students. After school tutorial 4 days a week. Summer school offered the month of June. GHS also offers a fully functional virtual school to help students who struggle in the traditional classroom setting.</p>
<p>n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?</p>	Yes	<p>RVH Elem. (K-5): 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. GMS (6-8): Students who need extra support and are At-Risk will be placed in a MTSS program in reading and math. Students who do not score proficient on Fastbridge assessments are identified and offered extra support. Students take the interim state assessments to prepare for the tests. Students who are not performing well in class are provided academic assistance opportunities every other wednesday after school. GHS (9-12): Content level teams meet monthly to review interim tests, Fastbridge, IXL and STAR scores. During these meetings, the teams identify curricular weaknesses, student deficiencies and modify the taught curriculum in the core classes. Students shown to be At Risk and behind in academic standards are required to attend after school tutorial.</p>

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o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	<p>RVH Elem. (K-5): 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. GMS (6-8): In order to achieve a higher assessment score, students will take the interim assessments 3 times. At-Risk students who are in need of improvements will be identified and placed in MTSS. Teachers provide bell ringer work/instruction to cover standards that need extra support. In order to address these deficiencies teachers will provide classroom instruction in accordance with state standards, provide bell ringer lessons that tie in with standards that students are not proficient in based on state assessment results. GHS (9-12): 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 students IPS.</p>
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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?	Yes	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
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.

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<p>e. How are successes of Individual Plans of Study being measured?</p>	<p>Goal setting and record keeping</p>	<p>GMS (6-8): The success of Individual Plans of Study are measured on a couple of criteria. The first measure is parent participation in student led conferences. Students prepare their IPS and then share their information with teachers and parents during conferences. The next measurement is an assessment taken by 8th graders to identify possible career fields they are interested in. Students research their career and write a paper in English class and present to the class their career. GHS (9-12): Students are required to make short term and long term goals yearly. Success is measure by the results of these goals. Over the past five year window this process has gone from non-existent to a primary focus within our school. Starting in 18-19 all students were required to start an IPS process. This process includes a strengths/weakness evaluation, job interest profile, weekly grade tracking, and student led conferences once a year. The overall goal initially was to expand the students' knowledge of potential job opportunities and to help students start making educated decisions about classes and pathways that could help lead them to a successful occupation. We saw a deficit with our kids knowing the opportunities out there. We do have a lack of time developing this. More time or staff to focus on this would be helpful. More detail and more time would help. Helped develop a clear picture and adjust to grade levels. Restructure the student led conferences based on what kids have achieved. Done during seminar time, classroom activities including grade graphing, resumes etc. Career cruising was utilized. Job shadowing is apart of the IPS.</p>
<p>f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)</p>	<p>90% will with attend a postsecondary program or earn a business recognized certification</p>	

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g How are you ensuring students are civically engaged?

RVH Elem. (K-12): Classrooms discuss current events through the use of Weekly Reader and Scholastic News, 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. **GMS (6-8):** Students are provided civic engagement opportunities in social studies classes. On a daily basis, students are engaged in current events. On Martin Luther King Jr. day teachers provide a lesson about civil rights. 7th grade students will take a semester of Kansas History. This class focuses on the history of Kansas, and how the government of Kansas was formed. Students participate in fundraisers throughout the year to raise money for various civic causes. **GHS (9-12):** Working with students to ensure that they understand the role productive citizens play in democracy at the local, state, and national level is important to GHS. Prior to Covid restrictions, all GHS students learned about the needs of their community and the opportunities to serve by completing a yearly community service project. Civic and social engagement is also built into the curriculum at GHS. American History students complete weekly current event reports to learn about the problems facing society and to suggest and debate possible solutions. Seniors learn about the structure and function of the institutions of the U.S. government and their roles as citizens. GHS Government students also spend time studying current issues, political ideology and the importance of casting an informed ballot. Students are given the opportunity to register to vote and go to the polls with their class so that they are more comfortable with the process and are more likely to vote in the future. Government students also work to identify problems facing the country and draft mock legislation as solutions to these problems.

SECTION 3: Curriculum Needs

Notes

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

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Multiple opportunities offered in all district buildings and grade levels.	RVH Elem. (K-12): 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. GMS (6-8): Wednesday At-Risk academic assistance days, Summer school opportunities. GHS (9-12): Wednesday early release program for At Risk students. After school tutorial 4 days a week. Summer school offered the month of June.
b. Are there appropriate and adequate instructional materials?	Yes	If materials are validated as a need, USD 248 budgets the expenditure in the yearly budget.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	USD 248 has made a strong commitment to technology in our district.

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)	Yes	Notes GHS requires 24 credits for graduation. However, a student can earn up to 30 credits in their 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

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	Notes
b. How many classified support staff are currently employed?	52	
c. How many classified support staff are needed?	52	
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	

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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

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?

Yes

Notes

We address repairs/updates to existing spaces in our 5 year strategic plan

1 route bus and 1 utility vehicle

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?

During P/T conferences, teachers provide resources and materials for parents to support their child at home. Pre-Covid, we would host a family event that included break-out sessions offering support for parents in the areas of math, reading, science, technology, etc. Parents have access to school counseling, administration and tech support as needed.

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?

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.

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.

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SECTION 8: School Data		Notes
a. Building Attendance Rate	95.1%	District Percentage for all 3 buildings
b. Building Chronic Absenteeism Rate	12.0%	District Percentage for all 3 buildings
c. District Chronic Absenteeism Rate	12.0%	District Percentage for all 3 buildings
d. District Graduation Rate	93.0%	
e. District Dropout Rate	1.0%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	93.0%	
b. What is our building dropout rate?	1.0%	
c. What is our average comprehensive ACT score?	20.9	
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. Learning loss and student apathy as we come out of the Covid pandemic has been the main focus of our BLT.	
1. Can these be achieved with additional resources?	Yes. ESSER funds will help us provide additional resources.	
2. Why or why not?		
b. Additional building unique items:		
RVH Elementary	Unless the current trend changes, moving forward, we will need to address staffing numbers due to a declining enrollment.	
GMS	Unless the current trend changes, moving forward, we will need to address staffing numbers due to a declining enrollment.	
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