

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

District: USD 248 Girard	Bldg #	Grades Served:
School: Girard Middle School	1260	6-8

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

SECTION 1: Student Needs		Notes
a. Student Headcount	214	
b. Percentage of students with an active IEP	8.91%	
c. Percentage of students enrolled in English Language Learner (ELL) services	1.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	41.90%	
e. Pupil-Teacher Ratio Average	15.2/1	
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	Overall this sub-group is performing at or above their peer group.
i. Is there a tiered system of support to target reading growth?	yes	Reading MTSS
j. Is there a tiered system of support to target math growth?	yes	Math MTSS
k. Are there local assessments to measure reading growth?	yes	STAR, Fastbridge
l. Are there local assessments to measure math growth?	Yes	Fastbridge
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Academic At-Risk assistance Wednesday's , Summer School
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		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.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	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.
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?		This past year we began using Fastbridge as a screener for academic and emotional health. By using the SABERS program in Fastbridge we are able to identify students who have emotional concerns, and then take steps to address those concerns. SABERS is a mental health screener that identifies students struggling with mental health.
b. What are the targets/goals related to social/emotional growth?		The goal is for all students to score in the low risk category on the Fastbridge assessment for social emotional.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		

e. How are successes of Individual Plans of Study being measured?		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.
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?		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. Students donate money to local charities/organizations for the opportunity to play in dodgeball and or basketball tournaments.
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		Wednesday At-Risk academic assistance days, Summer school opportunities.
b. Are there appropriate and adequate instructional materials?	yes	Yes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	yes	The district has made a substantial investment in technology in the past several years. Students 6-12 our 1-1 I pads, as well as digital curriculum materials.
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?		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	English classes focus on writing standards. Students write daily in their journals. Teachers also provide students with opportunities to present oral presentations.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	At GMS 6th graders take a class based on economics. They learn the basics of economics. In social studies classes, current events are addressed daily, allowing students to know about events going on across the country and the world.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	Current events are addressed regularly. Teachers talk to students about what is going on across the state, country as well as the world. Social studies classes teach about past and present governments. 7th grade students learn about Kansas History and how the government of Kansas was formed.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Students are encouraged to visit with the counselor if they are feeling overwhelmed, uncomfortable or anxiety ridden. The counselor does regular counseling lessons with students.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	7th graders may take an art class. Band is available for 6-8 grade students. 7th and 8th grade students have choir as a class.
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	High achieving students in 7th grade may take pre-algebra and 8th grade students may take algebra.

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	Students do have sufficient academic skills to compete with others for in the job market. GMS state assessments scores are regularly at or above the state average. As students progress through USD248 and take the ACT, students score above the state average.
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	
b. How many classified support staff are currently employed?	11	
c. How many classified support staff are needed?	11	
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?		At GMS we are always looking for opportunities to support our staff through professional development. We will continue to look at how trauma affects students and provide teachers with the training needed to identify trauma in students and ways to help students overcome trauma by providing professional development opportunities.
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?	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	We have yearly parent teacher conferences, student recognition events, extra curricular activities, (football, volleyball, basketball, track) co-curricular activities (band and choir)
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?		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?	no	
e. What types of communication exists with families? Is it adequate?		The principal sends weekly emails to parents to inform about upcoming events. Regular mailings are sent home to parents, which include grade cards and state assessment results. Phone calls are made to parents by administration and the counselor as needed. The use of social media has become more important over the past couple years. This type of communication engages parents.
f. What types of communication/social media exists with your community? Is it adequate?		The district employs a teacher to update and manage the social media page of the district/school. It is adequate, as there are ample engagement with social media.
SECTION 8: School Data		Notes
a. Building Attendance Rate	94.2%	
b. Building Chronic Absenteeism Rate	12.5%	
c. District Chronic Absenteeism Rate	12.0%	
d. District Graduation Rate	93.2%	
e. District Dropout Rate	0.6	

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
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		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		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	
2. Why or why not?		we have looked at different programs for eliminating apathy and zero's from students. However, many of the programs would have to take place during lunch or after school. If we had more funds we could pay teachers on their lunch time, or after school to facilitate a program to eliminate zeros.