

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

District: <u>Rose Hill USD394</u>	Bldg #	Grades Served:
School: <u>Rose Hill Primary</u>	<u>5370</u>	<u>K-2,PK (w/IEP),PK,DC,PKAR (4 YO)</u>

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 1: Student Needs		Notes
a. Student Headcount	415	
b. Percentage of students with an active IEP	23.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	2.63%	
d. Percentage of students identified as At-Risk (Free lunch)?	17.99%	
e. Pupil-Teacher Ratio Average	17 to 1	
f. Pupil-Teacher Ratio Median	17 to 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	
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?	No	
k. Are there local assessments to measure reading growth?	Yes	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	Summer School, Title/ At-Risk services
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		State assessments are not given at this building
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		State assessments are not given at this building
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?	SAEBRS	Staff trained Spring 2022/implementation Fall 2022
b. What are the targets/goals related to social/emotional growth?	A reduction in the student of concern (SOC) referrals will show systemic progress in working with the students with needs. Staff working with student needs differently (trauma responsive), students gaining independent skills, such as identifying their "zone of regulation", using regulation strategies, and the use of the regulation room. Data gathered from our Child Study Team (CST), intervention success, Student of Concern (SOC) interventions, and regulation room log.	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Our building serves approx. 90 Preschool- aged students. The DIBELS assessment is given three times a year to each student. We use the Kansas Early Learning Standards for our grade card. Students will be assessed using the FastBridge assessment once they enter Kindergarten in the Fall.	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Our students exiting Preschool will have a grade card indicating "met" or "not met" on each standard. Our goals/targets for our incoming Kindergarten students will be to have met the Kansas Early Learning Standards and perform in the "benchmark" or "above benchmark" domain on their Fall FastBridge assessment.	
e. How are successes of Individual Plans of Study being measured?	We provide a number of opportunities and experiences for our students to explore a variety of career choices. Our students visit fire stations, farms, postal office, dental offices, zoo, etc. We participate in virtual field trips to provide opportunities for our students to explore more than the surrounding resources that are available.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA	
g. How are you ensuring students are civically engaged?	Our students participate in activities throughout the year to ensure they have multiple opportunities to be civically engaged. We have a "Jingle for Joy" activity in the winter to raise money to adopt a family during the holiday season. We visit the assisted living facility in our community to deliver cards and sing songs together at Christmas time. We also make cards for those in the service through our Family Activity Builders (FAB) lesson.	
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School, Kids Klub	We offer summer school to students K-5. Kids Klub is our Latchkey afterschool program. Kids Klub offers an extension to student learning and provides support for Covid learning loss.
b. Are there appropriate and adequate instructional materials?	Yes	We have recently adopted ELA and Math curriculum. All curricular areas are on an eight year cycle.
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?	Yes	
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	

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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):

- Right click this tab at the bottom of the Excel window (originally named "Bldg 1 Needs Assessment", but may have been renamed).
- Click "Move or Copy..."
- Check "Create a Copy" box.
- 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.
- Click OK and the new tab will appear, ready to edit.
- 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 obtained 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.

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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.	No	
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?	No	Smaller class sizes allow for more one on one instruction.
b. How many classified support staff are currently employed?	22	
c. How many classified support staff are needed?	30	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Additional counseling staff would benefit our students with needs. Our Counselor/student ratio is triple what the state counseling association indicates appropriate.
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?	Science of Reading, Get Your Teach on (GYTO) Strategies, and Social Emotional classroom strategies. These PD opportunities can be given during our late starts and inservice days.	
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	
c. Are additional School Buses needed or any additional Routes needed?	Yes	The bus driver shortage effects our ability to have the appropriate routes to get out students to and from.
SECTION 7: Family Needs/Community Relations		Notes
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?	Our Parents as Teachers Program (PAT) partners with parents, providing skills and knowledge to make informed decision regarding child's education. The PAT program includes home visits, group connections, health vision, hearing and developmental screenings, and provides family connections with other community services. Our school social worker and counselor also provide resources to our families as needed.	
c. Do you have an active Site Council?	Yes	Our Site Council meets two times a year. At our Site Council meeting we provide a district meeting and a building level meeting follows. Site Council is made of building representatives, parents and community members.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	yes	Our Parent Teacher Club (PTC) serves district wide. They meet once a month. PTC has an active board that supports each school in the district. Our PTC is made of parents and community members. Two teacher representatives and building administration attend each meeting.
e. What types of communication exists with families? Is it adequate?	School wide "Blast Off" monthly newsletter, school website, email, and SwiftK12 messages. Our teachers communicate with families through Seesaw.	
f. What types of communication/social media exists with your community? Is it adequate?	School wide "Blast Off" monthly newsletter, school website, email, district facebook page and SwiftK12 messages.	
SECTION 8: School Data		Notes
a. Building Attendance Rate	95.7%	
b. Building Chronic Absenteeism Rate	7.4%	
c. District Chronic Absenteeism Rate	9.6%	
d. District Graduation Rate	93.3%	
e. District Dropout Rate	0.9%	
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?	Social Emotional needs	
1. Can these be achieved with additional resources?	yes	

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2. Why or why not?	We will continue to use the Social Emotional curriculum, support from our SEL Coordinator, Social Worker, and Counselor. We will also use the Trauma Informed Strategies we have learned through our training and book study sessions. The implementation of SAEBRS in the Fall will provide data.	
b. Additional building unique items:	We currently service two 3-year-old ECSE Preschool sections. In the Fall of 2022, we will be implementing a 3-year-old integrated systemic approach that mirrors our current 4-year-old Preschool program. This implementation will allow us to offer four sections of 3-year-old Preschool to our families.	

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