2022-2023 BUILDING NEEDS ASSESSMENT FOR 2023-2024 BUDGET CONSIDERATIONS

USD 303 Ness City

Ness City Elementary School   Grades Served: PK-6

SECTION 1: Student Needs		Notes
a. Student Headcount	169	
b. Percentage of students with an active IEP	24.6%	
c. Percentage of students enrolled in English Language Learner (ELL) services	6.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	26.9%	

e.	Pupil-Teacher Ratio Average	12-1	
f.	Pupil-Teacher Ratio Median	17.5-1	
g.	Are the needs of Foster Care Students being met? If no, what supports are needed?	NA	
h.	Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i.	Is there a tiered system of support to target reading growth?	Yes	With staff changes in the 2022-23 school year, the K-3 title position was removed for that school year. The 2023-24 school year will have K-3 title part time and the 4-6 classes will have a full time title position. Along with SPED supports for tier 3 students.
j.	Is there a tiered system of support to target math growth?	Yes	With staff changes in the 2022-23 school year, the K-3 title position was removed for that school year. The 2023-24 school year will have K-3 title part time and the 4-6 classes will have a full time title position. Along with SPED supports for tier 3 students.
k.	Are there local assessments to measure reading growth?	Yes	FastBridge Lexia
l.	Are there local assessments to measure math growth?	Yes	FastBridge iReady

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?		New curriculums were adopted to help us increase rigor in our classrooms. The math curriculum has been used for 2 years now and is showing great improvements within our students depth of knowledge. A new reading curriculum has been adopted this year for the same reason and we feel has helped to deepen understanding and increase the academic vocabulary being used. Title services are also used in the 4-6 grade levels but with change in teaching positions was unavailable for grades K-3 after the first 9 weeks.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		4-8 Title program is based on student benchmark scores and utilize an evidence based intervention program to help the identified students close the curriculum gap.

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 & KCTC Survey
b.	What are the targets/goals related to social/emotional growth?	The Cycle 1 Goal for relationships was a 3% growth in positive survey results (SAEBRS & KCTC) and a 3% growth in appropriately completed IPSs.

c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		Their age/Birthdate. They must be 5 before September 1, however that does not mean they are ready for kindergarten. We look at the overall child using the Teaching Strategies Gold assessment. This looks at a child in all of their developmental areas and then we as a team (prek,K teachers,parents) can sit down and discuss if we feel the child is ready for kindergarten. .
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		We as a team look at the overall development of the child according to their age. Are they ready in all areas- cognitive, social emotional, motor (fine/gross) language/communication.
e.	How are successes of Individual Plans of Study being measured?		We don't currently have an IDP program set up at the elementary school. We utilize iReady pathways for individual math needs and we utilize Lexia for individual reading needs but we don't have any type of career development program for our K-6 students.
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?		Veterans Day Program Earth Day activities Preschool visits to Long Term Care

SECTION 3: Curriculum Needs	Notes

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		Makerspace Summer School Opportunities
b. Are there appropriate and adequate instructional materials?		Reading/ELA and Math Curriculums are sufficient for grades K-6. However we are lacking any type of Science or Social Studies Curriculum in those grade levels. Our newly adopted (SAVVAS) reading curriculum helps to address some of the Social Studies needs through the stories they utilize. We also need an SEL curriculum for our entire K-12 needs.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?		1:1 student chromebooks are updated fairly frequently. Classroom technology is adequate but it's time to update some of it.

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 Grades 10-12)	N/A	
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	Classroom presentations Presentations for families
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Somewhat	Need to invest in a Social Studies curriculum and ensure time to teach it
	3. Sufficient understanding of governmental processes to enable the student	Somewhat	Need to invest in a Social Studies curriculum and ensure time to teach it

to understand the issues that affect his or her community, state and nation.		
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Daily PE helps meet physical wellness needs. Weekly classroom sessions with our counselor help meet the mental wellness and self-regulating needs.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	K-6 students attend art weekly. PK-6 participates in vocal music daily. 5-6 may choose to participate in band daily.
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	FFA Ag day presentations Presentations by different professions to students Ag Safety day
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	Yes	FFA Ag day presentations Presentations by different professions to students Ag Safety day

counterparts in surrounding states, in academics or in job market.	

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	Elementary Principal, Title/At-Risk/Tiered Support, Elementary Classroom teacher to reduce class size at Kindergarten and 1st grade levels
b. How many classified support staff are currently employed?	11.5	Reg Ed Paras- 2 ESOL Paras- 1 shared w HS SKACD Paras 8.5
c. How many classified support staff are needed?	6.5	SKACD Paras 3.5 Reg Ed Paras - 2 ESOL Para –1 dedicated to elementary

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?		Continued training on ways to increase rigor and relevance in our daily lessons. eWalkThrough training and practice for calibration (consistency of scoring). Professional development for grading practices, consistency, training, and implementation. Professional development on Student Led Conference preparation, practice, and topics to be included.

SECTION 6: Facility Needs		Notes
a.	Is there adequate space for student learning?	Will need additional space for special education needs (individualized learning spaces) Rooms for regular ed small groups to split up into
b.	Are there necessary repairs and/or adjustment to the existing space that need to be made?	The partially completed Life Skills Lab needs to be finished. The extra classroom to the right of the Life Skills Lab needs to be cleared of storage so it can be accessible as a classroom for an incoming student. The boiler needs fixed. The outside door to the gym needs fixed.
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	Student Engagement Nights. Student Led Conferences, School Carnival, Music Programs,
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?	None	
c.	Do you have an active Site Council?	No	It is hard to get parents and stakeholders to regularly attend meetings and participate.
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No	It is hard to get parents and stakeholders to regularly attend meetings and participate.
e.	What types of communication exists with families? Is it adequate?	Social Media Posts, District Newsletter, Email, Morning Message, SeeSaw Messaging/Posts, ClassDojo Messaging/Posts, Phone Calls from Staff	
f.	What types of communication/social media exists with your community? Is it adequate?	Facebook, Twitter Posts. District Newsletter (Quarterly)	

SECTION 8: School Data			Notes
a.	Building Attendance Rate	94.2%	
b.	Building Chronic Absenteeism Rate	26.05%	This has become a growing concern and is a focus of our KESA Cycle 2 process
c.	District Chronic Absenteeism Rate	32.95%	
d.	District Graduation Rate	100%	
e.	District Dropout Rate	1.4%	

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

a. What is our building graduation rate	0.00 %	
b. What is our building dropout rate?	0.00 %	
c. What is our average comprehensive ACT score?	0.00 %	

SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with		Growing ESL/ELL population, parent involvement, student buy in, absenteeism rate, mental health (students and adults),

non-assessment related issues?		
1. Can these be achieved with additional resources?		Some items can be easier addressed than others: Additional training and professional development, Elementary Principal, Addition of quality paraprofessionals and training for all paraprofessionals, social studies and science curriculums, SEL curriculum,
2. Why or why not?		

b. Additional building unique items:

As student needs grow, classes stay larger, and out of district students continue to join us, we are becoming more and more tight on overall space and where to "put people", where can we store things, etc.	An actual JH setting would also be extremely beneficial for our student body.	
All teachers complete the SAEBRS 3 times a year on students.		
Complete KCTC Survery		

Develop an attendance notification system so parents are aware of attendance issues with their child(ren)		
Develop a relationship with local law enforcement and the County Attorney to allow for proper use of their resources to help parents ensure students are at school		
Implemation of Student Led Conferences		As a school we need to be more consistent in preparing for and holding Student Led Conferences. We need consistency in what information is included in conferences, how student previous and current performance is relayed to students and parents, as well as next steps and setting SMART goals with students.