

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

<b>District:</b> 477 Ingalls	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Ingalls Elementary	7664	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

SECTION 1: Student Needs		Notes
a. Student Headcount	112	
b. Percentage of students with an active IEP	9.80%	11 out of 112 students enrolled
c. Percentage of students enrolled in English Language Learner (ELL) services	8.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	25.00%	
e. Pupil-Teacher Ratio Average	14.0	We are at a 14-1 student teacher ratio
f. Pupil-Teacher Ratio Median	14.0	
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	data is not displayed due to student subgroup having fewer than 10 students
i. Is there a tiered system of support to target reading growth?	Yes	full implementation of MTSS. Tier 3 progress monitoring weekly, Tier 2 progress monitoring bi-weekly
j. Is there a tiered system of support to target math growth?	Yes	Tier 3 progress monitoring weekly, Tier 2 progress monitoring bi-weekly
k. Are there local assessments to measure reading growth?	Yes	Fastbridge Benchmark screening 3 times per year
l. Are there local assessments to measure math growth?	Yes	Fastbridge Benchmark screening 3 times per year
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Tier 3 and Tier 2 intervention supports, ELL supports, and Bulldog buddy program.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		
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?		Fastbridge SAEBRS Assessment twice per year, Kansas that communities care survey, and Lunch Bunch Mentoring
b. What are the targets/goals related to social/emotional growth?		Every student is mentored through our lunch bunch program supporting both academic and social/emotional growth. Mentor check ins are done via lunch bunch weekly by school counselor.

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c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ questionnaires filled out during Kindergarten screening.	Both ASQ 3 and ASQ SE2, parents fill out prior to their students entering Kindergarten.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Each student enters Kindergarten academically, socially, and emotionally prepared for academic success.	ASQ questionnaires are given at Spring Kindergarten Roundup. Students identified below cutoff are provided supports through activities specific to areas of need.
e. How are successes of Individual Plans of Study being measured?	N/A	
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?	Save for America savings account for students through First national Bank. Local 4H club and Boy Scout group partnership.	4H club uses school for monthly meetings. Boy Scouts hosted pinewood Derby in school gymnasium.

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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	N/A	
b. Are there appropriate and adequate instructional materials?	Yes	Illustrative Mathematics and newly adopted Amplify CKLA Reading curriculum
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	1:1 Chromebook
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)	N/A	
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	taught cross curricular through grade level standards
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	all 4th and 5th grade students are taught a unit on financial literacy involving real world scenerios.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	Civil government and citizenship taught through social studies curriculum resources supported by KSDE
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Every student is provided with a daily physical education class that promotes both mental and physical wellness.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	Every student is provided with daily music education class. Art is taught through cross curricular projects.

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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	Career and college exploration is provided to all students grades 3-5 utilizing Xello software supported by classroom teacher and guidance counselor. Grades PreK-2 are provided career and college exploration via hands on activities and presentations from guidance counselor.
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	Taught through college and career standards

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		<b>Notes</b>
<b>SECTION 5: Staff Needs</b>		
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	All but two staff members are certified in content area. One member is currently enrolled in a transition to teach program, and the other member is waiting on results from the PLT exam.
b. How many classified support staff are currently employed?	10	3 interventionist paraprofessionals, 2 building paraprofessionals (PreK & K), 2 custodians, 2 food service personnel, and 1 building secretary.
c. How many classified support staff are needed?	10	
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?	Training in the Science of Reading and implementing structured literacy. Ongoing professional development on using data to drive instruction. Onboarding of newly implemented curriculum and benchmark assessments.	Grade level teachers K-5 will be given the opportunity to be trained in LETRS. Ongoing professional learning is supported through SWRSC.
<b>SECTION 6: Facility Needs</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?	No	
c. Are additional School Buses needed or any additional Routes needed?	No	
<b>SECTION 7: Family Needs/Community Relations</b>		
a. Do you have regular events to engage parents with teachers?	Yes	Open House, P/T Conferences, Father/Daughter Dance, Fall Fest
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?	MyEducation Data parent night (using technology).	
c. Do you have an active Site Council?	Yes	

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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?	Communications with families is adequate. Communications consist of EZ school messenger (text, email, and phone call). Monthly Newsletter, School website, and social media platform.	
f. What types of communication/social media exists with your community? Is it adequate?	Communications with community is adequate. It consists of updated school website, Admin Facebook page, and EZ Messenger.	

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

SECTION 8: School Data	Notes
a. Building Attendance Rate	96.6%
b. Building Chronic Absenteeism Rate	5.6%
c. District Chronic Absenteeism Rate	8.0%
d. District Graduation Rate	100.0%
e. District Dropout Rate	0.0%
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)	Notes
a. What is our building graduation rate	N/A
b. What is our building dropout rate?	N/A
c. What is our average comprehensive ACT score?	N/A
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 issues stemming from COVID. Teacher shortages coupled with little housing in our community is a struggle.
1. Can these be achieved with additional resources?	yes and no
2. Why or why not?	ESSER funds assisted us in hiring a school social worker to assist with social emotional issues faced by some of our students. Housing in our community is not something that will be an ongoing challenge that additional resources would probably not fix.
b. Additional building unique items:	

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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 USD's website; a copy should also be available at the USD's administrative offices.

The yellow cells are intended to be included in.

Follow the 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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