

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District: 107 Rock Hills	Bldg #	Grades Served:
School: Rock Hills Elementary	2976	K-5, PK with IEP, PK, PK At-Risk (3- & 4-Years Old)

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

SECTION 1: Student Needs		Notes
a. Student Headcount	172	
b. Percentage of students with an active IEP	16.80%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	37.30%	
e. Pupil-Teacher Ratio Average	10.4 to 1	
f. Pupil-Teacher Ratio Median	15.0	
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	
i. Is there a tiered system of support to target reading growth?	Yes	MTSS
j. Is there a tiered system of support to target math growth?	Yes	MTSS
k. Are there local assessments to measure reading growth?	Yes	Wonders Unit Tests
l. Are there local assessments to measure math growth?	Yes	Go Math Chapter Tests
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	InterventionTime, Summer School
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	MTSS system and KESA goals and interventions. Teachers have created curriculum maps to see standards that are taught, when, and then are looking at data from state standards to see what is lacking and be able to create learning based on those findings.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Would like for students to score at or above state.
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?	SAEBERS (Fastbridge)	
b. What are the targets/goals related to social/emotional growth?	Increase the number of studnets in teh low risk category of SAEBRS on the Spring 2023 test	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Ages and Stages. FastBridge	Ages and Stages if filled out by parents so thsi is subjective.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Our goal is for students to know half of letters.	If students are not meeting benchmark we assign them to a MTSS group to work on this goal. We also invite these students to jumpstart.
e. How are successes of Individual Plans of Study being measured?		
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?	Food Drive for food bank. Business partnerships in our community.	We would like to create a students leadership team to create a platform for stuents to help the communities.
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Jumpstart (summer school)	
b. Are there appropriate and adequate instructional materials?	Yes	Heggerty, 95% group, Wonders, Go Math, Dream Box, Mystery Science, EIE, Studies Weekly
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Keyboarding and coding.
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)		

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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:
1. Right click this tab at the bottom of the Excel window (originally named "Bldg 1 Needs Assessment", but may have been renamed).
 2. Click "Move or Copy...".
 3. Check "Create a Copy" box.
 4. 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.
 5. Click OK and the new tab will appear, ready to edit.
 6. 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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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	Wonders, Students are not fluent at the rate we would like, Knowledge gap
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	No	Not sure of strength of program but we use social studies weekly, time for social studies is limited.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	No	Social Studies weekly
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Sparks, Fab 5, Second Step
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	No	Wonders
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	1st year of Stem
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	STem, Business Cooperations,

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	We have a teacher that will be certified in December.
b. How many classified support staff are currently employed?	3	2 Custodians, 1 MTSS Para
c. How many classified support staff are needed?	5	We absolutely need another Para for MTSS. We would like to have a librarian as well.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	No nurse, no librarian
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Elevate Leadership, USA Principal Conference
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Continue PD on KESA nitatives to meet student success targets and trauma informed, PBSI, Standards Deep Dive, Vertical Alignment of standards	PLC Training

SECTION 6: Facility Needs

		Notes
a. Is there adequate space for student learning?	No	No space for PT, OT, Zen Den, Gifted
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Window in Stem Room leasks, Water comes in through the walls in Warne, Elbract, Mundt, Outside doors do not seal. Magnet Locks ddo not work, in hallway of addition water comes in through bottom ledge. Water comes in under the stairs, stickers in grass on playground.
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need more CDL drivers for bus

SECTION 7: Family Needs/Community Relations

		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Monthly family engagement events, Paretn Teacher Conferences Twice.
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?	Yes	Very Small
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Grizzly Pride
e. What types of communication exists with families? Is it adequate?	Yes	Facebook, mass Email, District Calendar, District Website, Swift Reach

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f. What types of communication/social media exists with your community? Is it adequate?	yes	Facebook, mass Email, District Calendar, District Website, Swift Reach
SECTION 8: School Data		Notes
a. Building Attendance Rate	9.3%	
b. Building Chronic Absenteeism Rate	908.0%	
c. District Chronic Absenteeism Rate	45.1%	
d. District Graduation Rate	88.0%	
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?	SEL- Second step, Student engagement, Staff Culture, Growth mindset, phonics training for teachers, LETRS training.	
1. Can these be achieved with additional resources?	yes	We need addition training in student engagement. Staff needs to continue to build positive culture. all teachers have a SEL time built in their schedule, trauma informed practice training, PBIS Training to help with behaviors.
2. Why or why not?	yes, working with the programs and implementing these areas we believe it will help.	Kagan Training is expensive. Time for teacher inservice. Teachers do not believe that district lead inservice is professional development.
b. Additional building unique items:		

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