

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

<b>District:</b> <u>434 Santa Fe Trail</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Overbrook Attendance Center</u>	<b>6444</b>	<b>K-3,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)</b>

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

SECTION 1: Student Needs		Notes
a. Student Headcount	383	
b. Percentage of students with an active IEP	24.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.002	
d. Percentage of students identified as At-Risk (Free lunch)?	27%%	
e. Pupil-Teacher Ratio Average	13.8	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	No	
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?	yes	
k. Are there local assessments to measure reading growth?	yes	
l. Are there local assessments to measure math growth?	yes	Fastbridge, Interim Assessments
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	yes	WIN, Explorations
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	intentional data review, interims, adpotion of math curriculum, continuing to provide T2 & T3 services
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	
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?	Sabers, MySabers, Leader In Me MRA	
b. What are the targets/goals related to social/emotional growth?	To foster social and emotional growth for All students, staff, and families; and to promote wellbeing within our community by providing a complete continuum of comprehensive & intentional instruction, support, and resources.	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Kindergarten Checklist	district created

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d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Increase the number of completed ASQ:SE2 Social-Emotional Screening and the ASQ3	
e. How are successes of Individual Plans of Study being measured?	Leader In Me notebooks, goal setting/achievement	
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?	career day, food drive, student lighthouse team, Leader In Me	

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<b>SECTION 3: Curriculum Needs</b>		<b>Notes</b>
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School, ESY, Summer Enrichment Programs, Kinder Camp	
b. Are there appropriate and adequate instructional materials?	yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
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?		
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	
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	

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<b>SECTION 5: Staff Needs</b>		<b>Notes</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	
b. How many classified support staff are currently employed?	24	
c. How many classified support staff are needed?	4	high SPED needs
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?	CHAMPS; Instructional Strategies	
<b>SECTION 6: Facility Needs</b>		<b>Notes</b>
a. Is there adequate space for student learning?	No	classrooms are being shared; all rooms/annexes are currently in use
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	yes	more classroom space is needed
c. Are additional School Buses needed or any additional Routes needed?	no	
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
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?	Parents as Teacher	Birth-5
c. Do you have an active Site Council?	yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	yes	PTO
e. What types of communication exists with families? Is it adequate?	School Messenger, Facebook, Twitter, Email, SeeSaw, Google Classroom, Newsletters, Site Council, Leadership Teams	

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f. What types of communication/social media exists with your community? Is it adequate?	School Messenger, Facebook, Twitter, Email, Newsletters, Site Council, Leadership Teams	
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<b>SECTION 8: School Data</b>		<b>Notes</b>
a. Building Attendance Rate	93.9%	
b. Building Chronic Absenteeism Rate	19.2%	
c. District Chronic Absenteeism Rate	21.1%	
d. District Graduation Rate	94.3%	
e. District Dropout Rate	0.7%	
<b>SECTION 9: Other Data</b>		<b>Notes</b>
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	mental health resources and meeting students social emotional needs	
1. Can these be achieved with additional resources?	yes	
2. Why or why not?	ongoing continued support is needed for these services from the district level as well as local and county entities	
b. Additional building unique items:		