

# BUILDING NEEDS ASSESSMENT



## Template Instructions

Please enter in all grey boxes.

The questions in the Building Needs Assessment are suggestions only and can be edited by adding or removing topics/questions in order to make sure its best fit for your district. By statute, all buildings must complete some form of a Needs Assessment.

Templates for BOE State Assessments Review/Building State Assessments Review may be found on the [KSDE's School Finance Guidelines & Manuals page](#) in the Guidelines section.

Please reference the [Needs Assessment and State Assessments Review Guidelines](#) for more information.

## Contacts

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*Kansas leads the world in the success of each student.*

# BUILDING NEEDS ASSESSMENT



USD 489 Hays Public Schools  
Grades Served: K-5

Kathryn O'Loughlin McCarthy Elementary

2021-2022 BUILDING NEEDS ASSESSMENT FOR 2022-2023 BUDGET CONSIDERATIONS

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SECTION 1: Student Needs		Notes
a. Student Headcount	394	
b. Percentage of students with an active IEP	15%	
c. Percentage of students enrolled in English Language Learner (ELL) services	7%	
d. Percentage of students identified as At-Risk (Free lunch)?	23%	

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SECTION 1: Student Needs		Notes
e. Pupil-Teacher Ratio Average	20.9	
f. Pupil-Teacher Ratio Median	N/A	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	yes	O'Loughlin has good contact with both foster parents and foster care support staff. The needs of each individual foster child are addressed through a team approach. All attempts are made to maintain home building enrollment. Looping allows for students in foster care to build and maintain a consistent relationship with students and teacher.
h. Are there gaps in student success among race/ethnicity student subgroups?	yes	<p>Based on the 2021 Accountability Report, in grades 3-5, ELA</p> <ul style="list-style-type: none"> <li>- 67% of Hispanic students scored in Level 3-4</li> <li>- 72% of entire OL population in scored in Level 3-4.</li> </ul> <p>Based on 2021 Accountability Report, in grades 3-5, Math</p> <ul style="list-style-type: none"> <li>- 41% of OL Hispanic students scored in Level 3-4</li> <li>- 65% of entire OL population scored in Level 3-4.</li> </ul> <p>No other race/ethnicity was large enough to acquire statistical data.</p> <p>The gap would likely close significantly if we increased time at OL with the certified ELL teacher.</p>

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SECTION 1: Student Needs		Notes
i. Is there a tiered system of support to target reading growth?	yes	MTSS time is scheduled for each grade level with Title I Reading support available for K12.
j. Is there a tiered system of support to target math growth?	yes	At this time, individual needs are met with appropriate supports
k. Are there local assessments to measure reading growth?	yes	O'Loughlin students participate in FastBridge assessments, teachers' college running records, and progress monitoring.
l. Are there local assessments to measure math growth?	yes	O'Loughlin students participate in FastBridge assessments, Go Math, and progress monitoring.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	yes	Title services, general education intervention groups, field trips, guest speakers/authors, family engagement opportunities, outdoor learning

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SECTION 1: Student Needs		Notes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	-	Adjusting instruction based on interim assessment feedback, teaching and reviewing state standards, analyzing universal screening data, providing positive feedback, working to increase student ownership, buy in, and engagement.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	yes	Leading for Impact action plan targets literacy proficiency and accuracy. The looping component allows for frontloading and scaffolding.

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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?	-	Second Step Curriculum and Assessments, MySAEBRS and SAEBR <del>ODR</del> s, Positive Reinforcement slips, Self-Monitoring of students with Tier 2 and 3 SEL supports.
b. What are the targets/goals related to social/emotional growth?	-	To reduce the numbers of students receiving Tier 2 and 3 supports and Increase self-regulation, growth mindset and social skills.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	-	ASQ and ASQSE Questionnaires completed by parents prior to kindergarten entry. Transition meetings with preschool and information obtained to provide necessary supports.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	-	Our kindergarten readiness goals are aligned with the kindergarten readiness snapshot.
e. How are successes of Individual Plans of Study being measured?	-	NA
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	-	NA

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g How are you ensuring students are civically engaged?	-	Opportunities for students to build connections with community. Units of study for each grade level that address civic engagement.

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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	-	Summer School, After School Care, Family Engagement Events, community partnerships
b. Are there appropriate and adequate instructional materials?	yes	Budget restricts timeline replacement
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	yes	1:1 iPads



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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)	NA	
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	

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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	Special classes include art, music, physical education, technology, library
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.	NA	
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.	NA	

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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?	Yes	
b. How many classified support staff are currently employed?	17	
c. How many classified support staff are needed?	0	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Need for more behavioral and mental health support for students, staff, and families.

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SECTION 5: Staff Needs		Notes
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?		Adequate time for professional learning communities Further training in progress monitoring Training in new curriculum

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SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No	Bond passed in May 2022 to address space constraints
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Bond passed in May 2022 to address space constraints
c. Are additional School Buses needed or any additional Routes needed?	No	

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SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Literacy Night, Open House, Back to School Night, Parent Teacher Conferences, Garden Clean Up
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?		Kindergarten Smart Start, ASQ training, Virtual Seesaw, Parent Teacher Conferences
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	
e. What types of communication exists with families? Is it adequate?	Yes	Seesaw messaging, Seesaw portfolio, Weekly emails, monthly newsletters, paper copies to non-digital families, translation, Thrillshare, social media
f. What types of communication/social media exists with your community? Is it adequate?	Yes	Seesaw, Facebook, Instagram, Website, Twitter, Personal thank you notes to supporting community members

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SECTION 8: School Data		Notes
a. Building Attendance Rate	97%	
b. Building Chronic Absenteeism Rate	3.03%	
c. District Chronic Absenteeism Rate	12.42%	
d. District Graduation Rate	87.4%	
e. District Dropout Rate	2.3%	

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SECTION 8: School Data	Notes	
<i>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</i>		
a. What is our building graduation rate	0.00%	NA
b. What is our building dropout rate?	0.00%	NA
c. What is our average comprehensive ACT score?	0.00%	NA



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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 Health of Students, Staff and Families	
1. Can these be achieved with additional resources?	Yes	Re-evaluate effectiveness of Second Step Curriculum, training of staff and families of aces, chronic stress, coping skills, community resources
2. Why or why not?	With time and sufficient support, the social emotional health of our students, staff, and families can improve.	
b. Additional building unique items:		