

2022-2023 Board of Education Budget Planning for 2023-2024 SY				
DISTRICT:				
	Based upon your school needs assessment and review of state assessment results, for the following categories, if applicable please identify (1) the barriers that must be overcome for each student to achieve grade level proficiency on assessments; (2) the budget actions that should be taken to address and remove those barriers; and (3) the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented			
USD#123				
SCHOOL	BARRIERS RELATED TO STUDENT NEEDS	BUDGET ACTIONS	TIME TO ACHIEVE	RATIONALE/COMMENTS
Elementary				
Middle				
High				
SCHOOL	BARRIERS RELATED TO STAFF NEEDS	BUDGET ACTIONS	TIME TO ACHIEVE	RATIONALE/COMMENTS
Elementary				
Middle				
High				
SCHOOL	BARRIERS RELATED TO CURRICULUM NEEDS	BUDGET ACTIONS	TIME TO ACHIEVE	RATIONALE/COMMENTS
Elementary				
Middle				
High				
SCHOOL	BARRIERS RELATED TO FACILITY NEEDS	BUDGET ACTIONS	TIME TO ACHIEVE	RATIONALE/COMMENTS
Elementary				
Middle				
High				
SCHOOL	BARRIERS RELATED TO FAMILY NEEDS	BUDGET ACTIONS	TIME TO ACHIEVE	RATIONALE/COMMENTS
Elementary				
Middle				

High				
SCHOOL	BARRIERS RELATED TO HIGH SCHOOL OR ALL	BUDGET ACTIONS	TIME TO ACHIEVE	RATIONALE/COMMENTS
Elementary				
Middle				
High				
SCHOOL	BARRIERS RELATED TO STATE BOARD OF	BUDGET ACTIONS	TIME TO ACHIEVE	RATIONALE/COMMENTS
Elementary				
Middle				
High				
SCHOOL	BARRIERS RELATED TO OTHER IDENTIFIED NEEDS	BUDGET ACTIONS	TIME TO ACHIEVE	RATIONALE/COMMENTS
Elementary				
Middle				
High				

2022-2023 SCHOOL NEEDS ASSESSMENT for BUDGET PLANNING (HB 2067)			
DISTRICT: Holcomb USD 363			
SCHOOL: Wiley Elementary			
SECTION 1: STUDENT NEEDS	Data Point	Barriers Identified by School Administrator	
a. How many students are attending classes in this attendance center?	253	Barriers: SPED caseload exceeds the appropriate number of staff members needed to fully meet the students needs, proper training to meet the needs of students in special populations, mobility of students, student attendance rates	
b. How many students attending this building meet the definition of at-risk?	126		
c. Does my pupil-teacher ratio meet the needs of students and the goals of the school?	Yes		
d. Are the needs of students with IEP's being met? If no, what supports are needed?	No		
e. Are the needs of students with severe handicaps being met? If no, what supports are needed?	No		
f. Are the needs of English Language Learners being met? If no, what supports are needed?	Yes		
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?	Yes		
i. Have you set targets/goals to move students out of proficiency Level 1 on state assessments?	Yes		
SECTION 2: STAFF NEEDS	Data Point	Barriers Identified by School Administrator	
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	Barriers: Hiring and finding qualified/certified staff, lack of professional development from outside of district experts for certified and classified staff members, high teacher absence rate and lack of substitutes	
b. How many classified support staff are currently employed and how many are needed at this building?	12/15		
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes		
d. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes		
e. What staff development is necessary for teachers to support student success and meet the school improvement goals of the building?	PD on curriculum, teacher clarity and instructional strategies		
SECTION 3: CURRICULUM NEEDS	Data Point	Barriers Identified by School Administrator	
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School	Barriers: Evidence based materials for summer school needed, K-12 aligned math resource effective in meeting state standards	
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 3a: CURRICULUM NEEDS pursuant to Article 32. 72-3218</b>	<b>Data Point</b>	<b>Barriers Identified by School Administrator</b>	
a. If a high school ~ we teach the subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education.		N/A- not a high school campus	
b. 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.			
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.			
3. Sufficient understanding of governmental processes to enable the student 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.			
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.			
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.			
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.			
<b>SECTION 4: FACILITY NEEDS</b>	<b>Data Point</b>	<b>Barriers Identified by School Administrator</b>	
a. Is there adequate space for student learning?	No	Barrier: Room needed for counselor, Money needed to make appropriate repairs	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes		
<b>SECTION 5: FAMILY NEEDS</b>	<b>Data Point</b>	<b>Barriers Identified by School Administrator</b>	
a. What family/caregiver engagement opportunities do you currently offer?	Family nights, playgroups, assemblies	Barriers: Family attendance at training events or engaging with information that is sent home	

b. What types of caregiver training programs (teaching guardians how to give students help with homework, use of technology that student will be required to use, etc.) are provided?	ESL/Title meetings, PAT & Early childhood trainings		
c. What types of communication exists with families and community? Is it adequate?	SeeSaw, Facebook, Twitter, school website, Alert now call system, calendars, notes		
SECTION 6: SCHOOL NEEDS	Data Point	Barriers Identified by School Administrator	
a. What is our attendance rate?	94	Barriers: fully meeting the needs of chronic absent students	
b. What is our chronic absenteeism rate?	4%		
c. What is our dropout rate?	0		
SECTION 6a: HIGH SCHOOL NEEDS (only answer if you are a high school	Data Point	Barriers Identified by School Administrator	
a. What is our District Postsecondary Effectiveness rate?		N/A- not a high school campus	
b. What is our average comprehensive ACT score?			
c. What is our graduation rate?			
SECTION 7: State Board of Education Outcomes	Data Point	Barriers Identified by School Administrator	
a. How are you measuring social/emotional growth?	Character Strong/SAEBRS	Barrier: specialized staff support with student behaviors in a timely manner, alignment of K-12 iPoS approach in progress	
b. What are your targets/goals related to social/emotional growth?	Fully implementingSEL resource to meet the SEL state standards		
c. If you have Kindergarten in your school, how do you determine students are ready for Kindergarten?	Attending preschool and meeting the standards		
d. What are your targets/goals related to Kindergarten Readiness?	Evidence based resources are utilized with appropriate teacher to student ratios and families complete the ASQ surveys		

e. How are you measuring the success of Individual Plans of Study?	Career exploration during counseling time and Big Truck Day research and presentations		
f. What are your targets/goals related to high school graduation rates?			
g. What are your targets/goals related to postsecondary completion/attendance?			
h. How are you ensuring students are civically engaged?	Jobs/Duties throughout school, fundraising for causes and the recycling program		
SECTION 8: OTHER	Data Point	Barriers Identified by School Administrator	
a. Additional identified items:			
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.			

2022-2023 SCHOOL NEEDS ASSESSMENT for BUDGET PLANNING (HB 2067)			
DISTRICT: Holcomb USD363			
SCHOOL: Holcomb Elementary School			
SECTION 1: STUDENT NEEDS	Data Point	Barriers Identified by School Administrator	
a. How many students are attending classes in this attendance center?	201	Barriers: SPED caseload exceeds the appropriate number of staff members needed to fully meet the student needs, proper training to meet the needs to students in special populations, mobility of students, student attendance rates.	
b. How many students attending this building meet the definition of at-risk?	126		
c. Does my pupil-teacher ratio meet the needs of students and the goals of the school?	Yes		
d. Are the needs of students with IEP's being met? If no, what supports are needed?	No		
e. Are the needs of students with severe handicaps being met? If no, what supports are needed?	Yes		
f. Are the needs of English Language Learners being met? If no, what supports are needed?	Yes		
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?	Yes		
i. Have you set targets/goals to move students out of proficiency Level 1 on state assessments?	Yes		
SECTION 2: STAFF NEEDS	Data Point	Barriers Identified by School Administrator	
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	Barriers: Hiring and finding qualified/certified staff, lack of professional development from outside of district experts for certified and classified staff members, high teacher absence rate and lack of substitutes.	
b. How many classified support staff are currently employed and how many are needed at this building?	7/10		
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes		

d. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes		
e. What staff development is necessary for teachers to support student success and meet the school improvement goals of the building?	PD on curriculum, teacher clarity, and instructional		
SECTION 3: CURRICULUM NEEDS	Data Point	Barriers Identified by School Administrator	
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School	Barriers: Evidence based materials for summer school needed, K-12 aligned math resource effective in meeting state standards	
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		
SECTION 3a: CURRICULUM NEEDS pursuant to Article 32. 72-3218	Data Point	Barriers Identified by School Administrator	
a. If a high school ~ we teach the subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education.		NA-Not a high school campus	
b. 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.			
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.			
3. Sufficient understanding of governmental processes to enable the student 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.			
5. Sufficient grounding in the arts to enable each stsudent to appreciate his or her cultural and historical heritage.			
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.			
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.			
SECTION 4: FACILITY NEEDS	Data Point	Barriers Identified by School Administrator	



a. Is there adequate space for student learning?	Yes	Barriers: Money needed to make necessary reparis to the existing space.	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes		
SECTION 5: FAMILY NEEDS	Data Point	Barriers Identified by School Administrator	
a. What family/caregiver engagement opportunities do you currently offer?	Family nights, volunteer opportunities, assemblies	Barriers: Family attendance at training events or engaging with information sent home	
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use of technology that student will be required to use, etc.) are provided?	Title/ESL meetings		
c. What types of communication exists with families and community? Is it adequate?	Seesaw, Facebook, Twitter, school website, Alert now call system, calendars, notes		
SECTION 6: SCHOOL NEEDS	Data Point	Barriers Identified by School Administrator	
a. What is our attendance rate?	95%	Barriers: Fully meeting the needs of studnets that are chronically absent.	
b. What is our chronic absenteeism rate?	9%		
c. What is our dropout rate?	0		
SECTION 6a: HIGH SCHOOL NEEDS (only answer if you are a high school	Data Point	Barriers Identified by School Administrator	
a. What is our District Postsecondary Effectiveness rate?		N/A	
b. What is our average comprehensive ACT score?			
c. What is our graduation rate?			
SECTION 7: State Board of Education Outcomes	Data Point	Barriers Identified by School Administrator	
a. How are you measuring social/emotional growth?	Character Strong, SAEBRS	Barriers: Specialized staff support with student behaviors in a timely manner, alignment of K-12 lpos appraoch in progress	
	Fully implementing SEL resource to meeting SEL state standards.		
b. What are your targets/goals related to social/emotional growth?			
c. If you have Kindergarten in your school, how do you determine students are ready for			
d. What are your targets/goals related to Kindergarten Readiness?			

e. How are you measuring the success of Individual Plans of Study?	Progressing and at grade level, career fair and career exploration		
f. What are your targets/goals related to high school graduation rates?			
g. What are your targets/goals related to postsecondary completion/attendance?			
h. How are you ensuring students are civically engaged?	Jobs/Duties throughout school, fundraising for causes, recycling program		
SECTION 8: OTHER	Data Point	Barriers Identified by School Administrator	
a. Additional identified items:			
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.			









2022-2023 SCHOOL NEEDS ASSESSMENT for BUDGET PLANNING (HB 2067)			
DISTRICT:			
SCHOOL:			
SECTION 1: STUDENT NEEDS	Data Point	Barriers Identified by School Administrator	
a. How many students are attending classes in this attendance center?	215	*Lack of tiered systems of supports in place. However, reading interventions will be in place for the 23-24 school year to eliminate that barrier. Proper training of teachers in reading interventions will be necessary to meet student needs.	
b. How many students attending this building meet the definition of at-risk?	85		
c. Does my pupil-teacher ratio meet the needs of students and the goals of the school?	Yes		
d. Are the needs of students with IEP's being met? If no, what supports are needed?	Yes		
e. Are the needs of students with severe handicaps being met? If no, what supports are needed?	Yes		
f. Are the needs of English Language Learners being met? If no, what supports are needed?	Yes		
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?	Yes		
i. Have you set targets/goals to move students out of proficiency Level 1 on state assessments?	Yes		
SECTION 2: STAFF NEEDS	Data Point	Barriers Identified by School Administrator	
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	*Lacking adequate paraprofessional support for ELL students.	
b. How many classified support staff are currently employed and how many are needed at this building?	6/6		
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes		
d. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes		
e. What staff development is necessary for teachers to support student success and meet the school improvement goals of the building?	PD on MTSS/ELL Strategies		
SECTION 3: CURRICULUM NEEDS	Data Point	Barriers Identified by School Administrator	

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	HIP, Summer School	Multi-tiered systems of supports are not in place to differentiate curriculum needs; reading interventions will begin in 23-24
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	
SECTION 3a: CURRICULUM NEEDS pursuant to Article 32. 72-3218	Data Point	Barriers Identified by School Administrator
a. If a high school ~ we teach the subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education.		
b. 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 stsudent 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.	Yes	
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	
SECTION 4: FACILITY NEEDS	Data Point	Barriers Identified by School Administrator
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	No	



SECTION 5: FAMILY NEEDS	Data Point	Barriers Identified by School Administrator
a. What family/caregiver engagement opportunities do you currently offer?	Parent University	More family engagement via site council and PTO would help HMS identify opportunities for growth. We are also working to improve parent turnout for our Parent University that is offered in August.
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use of technology that student will be required to use, etc.) are	Parent University	
c. What types of communication exists with families and community? Is it adequate?	Social Media, See Saw	
SECTION 6: SCHOOL NEEDS	Data Point	Barriers Identified by School Administrator
a. What is our attendance rate?	90-95%	*Parents do not always respond to our attempts to reach out to families with excessive absences. Legal cooperation on student truancy is not always consistent.
b. What is our chronic absenteeism rate?	11%	
c. What is our dropout rate?	0%	
SECTION 6a: HIGH SCHOOL NEEDS (only answer if you are a high school	Data Point	Barriers Identified by School Administrator
a. What is our District Postsecondary Effectiveness rate?		
b. What is our average comprehensive ACT score?		
c. What is our graduation rate?		
SECTION 7: State Board of Education Outcomes	Data Point	Barriers Identified by School Administrator
a. How are you measuring social/emotional growth?	Character Strong	We are working to develop a K-12 approach to IPoS. This will make our efforts more relevant to our students.
b. What are your targets/goals related to social/emotional growth?	Meeting KSDE	
c. If you have Kindergarten in your school, how do you determine students are ready for Kindergarten?		
d. What are your targets/goals related to Kindergarten Readiness?		
e. How are you measuring the success of Individual Plans of Study?	IPoS field trip participation; developing an IPoS portfolio	
f. What are your targets/goals related to high school graduation rates?	helping with	
g. What are your targets/goals related to postsecondary completion/attendance?	helping with	
h. How are you ensuring students are civically engaged?	student council,	
SECTION 8: OTHER	Data Point	Barriers Identified by School Administrator
a. Additional identified items:		

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2022-2023 SCHOOL NEEDS ASSESSMENT for BUDGET PLANNING (HB 2067)			
DISTRICT:			
SCHOOL:			
SECTION 1: STUDENT NEEDS	Data Point	Barriers Identified by School Administrator	
a. How many students are attending classes in this attendance center?	290	During the course of 2022-2023 school year, we have begun the initial stages of MTSS. We are seeing that one short-term barrier to the implementation process is the length of time before we expect to see growth.	
b. How many students attending this building meet the definition of at-risk?	184		
c. Does my pupil-teacher ratio meet the needs of students and the goals of the school?	Yes		
d. Are the needs of students with IEP's being met? If no, what supports are needed?	Yes		
e. Are the needs of students with severe handicaps being met? If no, what supports are needed?	Yes		
f. Are the needs of English Language Learners being met? If no, what supports are needed?	Yes		
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. Have you set targets/goals to move students out of proficiency Level 1 on state assessments?	Yes		
SECTION 2: STAFF NEEDS	Data Point	Barriers Identified by School Administrator	
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	Due to teacher shortages, we have some teachers working to attain their degrees in education and or content area. Lack of highly qualified applicants for available positions Professional Development from outside experts	
b. How many classified support staff are currently employed and how many are needed at this building?	4 / 4		
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes		
d. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes		
e. What staff development is necessary for teachers to support student success and meet the school improvement goals of the building?	MTSS / SBG		
SECTION 3: CURRICULUM NEEDS	Data Point	Barriers Identified by School Administrator	

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Semester School / HIP After School		
b. Are there appropriate and adequate instructional materials?	No		
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes		
<b>SECTION 3a: CURRICULUM NEEDS pursuant to Article 32. 72-3218</b>	<b>Data Point</b>	<b>Barriers Identified by School Administrator</b>	
a. If a high school ~ we teach the subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education.	Yes		
b. 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 stsudent 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.	Yes		
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		
<b>SECTION 4: FACILITY NEEDS</b>	<b>Data Point</b>	<b>Barriers Identified by School Administrator</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?	Yes	Money needed in order to make changes to existing classroom space into a vocational learning space.	
SECTION 5: FAMILY NEEDS	Data Point	Barriers Identified by School Administrator	
a. What family/caregiver engagement opportunities do you currently offer?	Site Council / Back o school nights / Legacy nights / Parent Engagement nights	Development of motivation for parent participation	
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use of technology that student will be required to use, etc.) are provided?	Legacy Night		
c. What types of communication exists with families and community? Is it adequate?	SeeSaw / Social Media / District Alert Now		
SECTION 6: SCHOOL NEEDS		Barriers Identified by School Administrator	
a. What is our attendance rate?	93.50%	Having a legal recourse for truancy	
b. What is our chronic absenteeism rate?	17.10%		
c. What is our dropout rate?	0.00%		
SECTION 6a: HIGH SCHOOL NEEDS (only answer if you are a high school	Data Point	Barriers Identified by School Administrator	
a. What is our District Postsecondary Effectiveness rate?	70-75%		
b. What is our average comprehensive ACT score?	17.4		
c. What is our graduation rate?	97.10%		
SECTION 7: State Board of Education Outcomes	Data Point	Barriers Identified by School Administrator	
a. How are you measuring social/emotional growth?	Character Strong Lessons / Office Referrals for behavior		
b. What are your targets/goals related to social/emotional growth?	100% implementation by 2025		
c. If you have Kindergarten in your school, how do you determine students are ready	NA		

d. What are your targets/goals related to Kindergarten Readiness?	NA	District wide approach to IPS. We as a district are focusing efforts to create a K-12 approach to IPS.	
e. How are you measuring the success of Individual Plans of Study?	Post Secondary Success Rubric from the state		
f. What are your targets/goals related to high school graduation rates?	100%		
g. What are your targets/goals related to postsecondary completion/attendance?	Each student that chooses to pursue PS is provided the proper resources		
h. How are you ensuring students are civically engaged?	Longhorn Legacy Hour		
SECTION 8: OTHER	Data Point	Barriers Identified by School Administrator	
a. Additional identified items:			
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Data Resources	
Resources (Public)	Where to Find
Performance Accountability Report	<a href="https://datacentral.ksde.org/acct_rpt.aspx">https://datacentral.ksde.org/acct_rpt.aspx</a>
Financial Accountability Report	<a href="https://datacentral.ksde.org/dist_funding_rpt.aspx">https://datacentral.ksde.org/dist_funding_rpt.aspx</a>
Longitudinal Achievement Report	<a href="https://ksreportcard.ksde.org/assessment_results.aspx?org_no=State&amp;rptType=3">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=State&amp;rptType=3</a>
Public Report Card	<a href="https://ksreportcard.ksde.org/default.aspx">https://ksreportcard.ksde.org/default.aspx</a>
Data Central (School Finance Reports)	<a href="https://datacentral.ksde.org/">https://datacentral.ksde.org/</a>
Data Central (Kansas K-12 Reports)	<a href="https://datacentral.ksde.org/report_gen.aspx">https://datacentral.ksde.org/report_gen.aspx</a>
Resources (Authenticated Application)	Where to Find
AMOSS - Academic Measures of Student Success	<a href="#">All are located in the KSDE Authenticated Applications platform:</a>
Dropout/Graduation Summary Report	
EDCS (Licensed Personnel Report)	
Kansas Education Systems Accreditation (KESA)	
Kansas Integrated Accountability System (KIAS)	
LCP System	
Pathways	
Principals Building Report (PBR)	
SPEDPro	
Star Recognition	
Superintendent's Organization Report (SO66)	
Resources (School)	Locally
MAPP	
NAEP	
Other Local Assessments	
MTSS data	
KansaStar (if applicable)	
ASQ (Kindergarten Readiness Survey)	
Early Childhood Programs	
Social/Emotional Measures	
Civic Engagement Programs	
Curriculum	

Bullying Prevention	
Career and Technical Education (CTE)	
Child Nutrition and Wellness Programs	
Evidence Based At-Risk Practices/Programs	
Graduation Requirements	
Individual Plan of Study Program	
Professional Development Plans	
Parent Engagement	
Community Engagement	
Title I Programs	
Other:	
Other:	
Other:	
Other:	



2021-2022 SCHOOL NEEDS ASSESSMENT for BUDGET PLANNING (HB 2067)			
DISTRICT:			
SCHOOL:			
SECTION 1: STUDENT NEEDS	Data Point	Barriers Identified by School Administrator	
a. How many students are attending classes in this attendance center?			
b. How many students attending this building meet the definition of at-risk?			
c. Does my pupil-teacher ratio meet the needs of students and the goals of the school?			
d. Are the needs of students with IEP's being met? If no, what supports are needed?			
e. Are the needs of students with severe handicaps being met? If no, what supports are needed?			
f. Are the needs of English Language Learners being met? If no, what supports are needed?			
g. Are the needs of foster care students being met? If no, what supports are needed?			
h. Are there gaps in student success among race/ethnicity student subgroups?			
i. Have you set targets/goals to move students out of proficiency Level 1 on state assessments?			
SECTION 2: STAFF NEEDS	Data Point	Barriers Identified by School Administrator	
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?			
b. How many classified support staff are currently employed and how many are needed at this building?			
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, etc.?			
d. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?			
e. What staff development is necessary for teachers to support student success and meet the			
SECTION 3: CURRICULUM NEEDS	Data Point	Barriers Identified by School Administrator	
a. What extended learning opportunities are provided (after school programs, summer school			
b. Are there appropriate and adequate instructional materials?			
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?			
SECTION 3a: CURRICULUM NEEDS pursuant to Article 32. 72-3218	Data Point	Barriers Identified by School Administrator	
a. If a high school ~ we teach the subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education.			

b. 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.			
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.			
3. Sufficient understanding of governmental processes to enable the student 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.			
5. Sufficient grounding in the arts to enable each stsudent to appreciate his or her cultural and historical heritage.			
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.			
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.			
SECTION 4: FACILITY NEEDS	Data Point	Barriers Identified by School Administrator	
a. Is there adequate space for student learning?			
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?			
SECTION 5: FAMILY NEEDS	Data Point	Barriers Identified by School Administrator	
a. What family/caregiver engagement opportunities do you currently offer?			
b. What types of caregiver training programs (teaching guardians how to give students help with			
c. What types of communication exists with families and community? Is it adequate?			
SECTION 6: SCHOOL NEEDS	Data Point	Barriers Identified by School Administrator	
a. What is our attendance rate?			
b. What is our chronic absenteeism rate?			
c. What is our dropout rate?			
SECTION 6a: HIGH SCHOOL NEEDS (only answer if you are a high school	Data Point	Barriers Identified by School Administrator	
a. What is our District Postsecondary Effectiveness rate?			
b. What is our average comprehensive ACT score?			
c. What is our graduation rate?			

SECTION 7: State Board of Education Outcomes	Data Point	Barriers Identified by School Administrator	
a. How are you measuring social/emotional growth?			
b. What are your targets/goals related to social/emotional growth?			
c. If you have Kindergarten in your school, how do you determine students are ready for			
d. What are your targets/goals related to Kindergarten Readiness?			
e. How are you measuring the success of Individual Plans of Study?			
f. What are your targets/goals related to high school graduation rates?			
g. What are your targets/goals related to postsecondary completion/attendance?			
h. How are you ensuring students are civically engaged?			
SECTION 8: OTHER	Data Point	Barriers Identified by School Administrator	
a. Additional identified items:			
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.			





