

BUILDING NEEDS ASSESSMENT



USD 434 Santa Fe Trail
Grades Served: PreK-3

Overbrook Attendance Center

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

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SECTION 1: Student Needs		Notes
a. Student Headcount	358	K-3,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)
b. Percentage of students with an active IEP	27.3%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0%	
d. Percentage of students identified as At-Risk (Free lunch)?	41%	

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SECTION 1: Student Needs		Notes
e. Pupil-Teacher Ratio Average	18:1	Number does not factor in ½ days for pre-k it is strictly is a <i>Ratio=Number of Students/Number of Same Classroom Teachers</i>
f. Pupil-Teacher Ratio Median	18:1	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	No	Lack of mental health services and effective partnerships with wrap around services. Extended in-take wait times for case management and limited therapist. Often therapy is virtual when assigned.
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	Title Services USD 434 has partnered with TASN to increase our effectiveness with tiered systems of support for reading as a focus for the 2024-2025 school year.
j. Is there a tiered system of support to target math growth?	Yes	Title Services USD 434 has partnered with TASN to increase our effectiveness with tiered systems of support for math as a focus after the reading portion is completed.

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SECTION 1: Student Needs		Notes
k. Are there local assessments to measure reading growth?	Yes	Fastbridge, KAP Interim Assessments, Open Court curriculum-based lesson and unit assessments
l. Are there local assessments to measure math growth?	Yes	Fastbridge, KAP Interim Assessments, Bridges curriculum-based checkpoints and unit assessments
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Title Services Additionally, data will be analyzed for classroom based Tier 1 interventions utilizing Fastbridge Data according to our partnership with TASN

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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?	Yes	Create a positive culture around state assessments, analyze testing data, constant monitoring of progress (teachers), set WIGS (Wildly Important Goals) and monitor them (students), practice interims, focus on bubble students, look at student work in PLCs, increase parental buy in regarding importance of testing. We have implemented new core curriculum in the building in both reading and math. We are in year two of mathematics and year one in reading for all core teachers. Staff are beginning LETRS training during the 24-25 school. This will help teachers understand reading performance. LETRS can help teachers understand their students' reading performance and their instructional needs. Content behind LETRS helps prevent and remediate reading difficulties LETRS addresses the structures of English language, the cognitive processes of learning to read, and teaching practices that can help prevent and remediate reading difficulties, including dyslexia. LETRS can help teachers ask the right questions to get the right data to design the right course of instruction for their students

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SECTION 1: Student Needs		Notes
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	<p>Raising the level of academic rigor and having high expectations for all students, incorporate evidence-based interventions into reading and writing instruction, increasing student engagement with high impact instructional strategies, class wide interventions when a large group of students struggle with mastery, focused tier 3 interventions with evidence based practices and create a positive culture around state assessments, analyze testing data, constant monitoring of progress (teachers), set WIGS (Wildly Important Goals) and monitor them (students), practice interims, focus on bubble students, look at student work in PLCs, increase parental buy in regarding importance of testing. Finally, we need to decrease the level of chronic absenteeism. Research shows that chronic absenteeism decreases a student's chances for academic success.</p> <p>Staff is going to review chronic absenteeism in the following ways:</p> <ul style="list-style-type: none"> • Building leadership team will monitor and review the percentage of Regular Attenders, At-Risk, Chronic, and Severe Chronic Absent students each month as a collaborative team. • Regular attenders are at school more than 95% of school days. Recognize entire grade levels that have the highest percentage of students in regular attendance. Announcements may be made during morning announcements/ a common bulletin board, and/or special student assemblies. • Publish quarterly attendance for parental and public awareness • Celebrate/recognize quarterly perfect attendance • Student letters sent regarding excessive absences or tardies.

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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?	Sabers, MySabers, attendance data, discipline data, social work and mental health referrals This will be done 3x a year for each building.	
b. What are the targets/goals related to social/emotional growth?	PK-3 staff will implement evidence based SEL programs for all students. All schools will implement a SEL screening process that includes three data points. This will be done 3x a year for each building.	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ, Well Child Screening, Kindergarten Checklist	
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 ASQ 3.	
e. How are successes of Individual Plans of Study being measured?	Leadership Notebooks, Scoreboards, Wildly Important Goals (WIGs), w/action steps and accountability partners. Students experience career days throughout the school year. Guest speakers are invited in to discuss different careers and students can attend different rotations that they are interested in.	

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SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
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 days: Students experience career days throughout the school year. Guest speakers are invited in to discuss different careers and students can attend different rotations that they are interested in. Student leadership clubs: students apply for clubs they are interested in, will go through an application process and meet regularly throughout the school year.	Care Club, Student Lighthouse, The Voice (public speaking), Birthday Squad, Baking Crew, Garden Club, Reader Leaders

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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Extended School Year – Special Education KinderCamp: this program allows students to better transition from PreK-K.	Our district is consistently reviewing methods/programs that can provide before and after school programs and funding/grants that can allocate for these resources.
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	Enhancing curricula support with interactive TVs for the 24-25 school year.

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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)	N/A	
c. Is every child in your school provided at least the following capacities?	See Below:	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	All core classrooms are working on these foundational skills.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	All core classrooms are working on these foundational skills.

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SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	All core classrooms are working on these foundational skills.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	All core classrooms are working on these foundational skills. The building has a dedicated time for Core SEL lessons to be delivered from classroom teachers. The counselor pushes into the classrooms as well for lessons.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	All core classrooms are working on these foundational skills.
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	All core classrooms are working on these foundational skills.

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SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
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	All core classrooms are working on these foundational skills.

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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	It should be noted that it has been difficult to retain and fully staff special education. At this time we have the building has a virtual special education teacher.
b. How many classified support staff are currently employed?	25	Support employees include all non-teaching staff such as secretarial, clerical, paraprofessionals, custodial, food service employees, maintenance workers, nurses, computer technicians and programmers and a variety of other non-teaching positions.
c. How many classified support staff are needed?	N/A at this time	Special education classified staff are established at the beginning of the 2024-2025 school year after enrollment and special education minutes have been reviewed. We are currently covering the minutes for special education needs, however additional training is needed in the areas of autism, high behavioral needs, etc.

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SECTION 5: Staff Needs		Notes
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	USD 434 has received a Stronger Connections grant that has allowed us to have two mental health experts in each building.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	USD 434 has implemented a highly qualified mentor program to provided additional instructional leadership to our staff.

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SECTION 5: Staff Needs		Notes
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	High Impact Instructional Strategies PLC knowledge development for data review and understanding data trends LETRS training Behavioral Mgt. Strategies	

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SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No	Building is at capacity
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Concrete work Carpeting New Fire Panel System Upcoming consideratios: Our school board is considering restructuring our district. We currently have 4 buildings (preK, K-3, 4-8, 9-12). We would like to develop a plan that reduces the number of times our students transition to a new school building.
c. Are additional School Buses needed or any additional Routes needed?	Yes	District houses one wheelchair accessible bus can make routes difficult

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SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Parent Teacher Conferences, Family Night (including Title Information) Back to School Events, Field Day, Holiday Luncheons, Muffins in the Morning, Donuts with a Grownup,
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 Teachers Pre-K Videos	Birth to 5 Nurturing Independence Videos in our youngest learners provided by teachers
c. Do you have an active Site Council?	Yes	Meets quarterly
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	School Messenger, Facebook, Email, Newsletters, Site Council, Google Voice (Text and Call)
f. What types of communication/social media exists with your community? Is it adequate?	Yes	School Messenger, Facebook, Email, Newsletters, Site Council, Google Voice (Text and Call)

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SECTION 8: School Data		Notes
a. Building Attendance Rate	92.67%	
b. Building Chronic Absenteeism Rate	13.4%	
c. District Chronic Absenteeism Rate	13.1%	
d. District Graduation Rate	86.1%	
e. District Dropout Rate	.9%	

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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%	
b. What is our building dropout rate?	0.00%	
c. What is our average comprehensive ACT score?	0.00%	

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SECTION 9: Other Data		Notes
<p>a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?</p>	<ol style="list-style-type: none"> 1. High number of students with chronic absences and/or tardiness. 2. An increasing number of student exhibiting social emotional needs, special learning needs or students struggling with personal trauma and mental health issues. Lack of, or limited access to , community health services or mental health services 3. Time spent to understand and fully utilize the PLC process that is used to analyze data, guide instruction and meet student needs. 4. Rural community lacking resources. 	
<p>1. Can these be achieved with additional resources?</p>	<p>Yes</p>	
<p>2. Why or why not?</p>	<p>1. Examine and identify district's attendance polices. Provide resources and training to support parents and students who struggle with truancy.</p>	<p>In regards to social emotional needs of the students in the district USD 434 has received a grant that allows us to hire</p>

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SECTION 9: Other Data		Notes
	2. Allocating budget to update and provide resources to support social-emotional health and provide additional support staff for students in these areas of need. 3. Begin to provide in house PLC focused training and structured collaboration time focused on standards based instruction and data analysis.	additional mental health services for our students within our own district.
b. Additional building unique items:		