

BUILDING NEEDS ASSESSMENT



Overbrook Attendance Center

USD 434 Santa Fe Trail
Grades Served: PreK-3

2024-2025 BUILDING NEEDS ASSESSMENT FOR 2025-2026 BUDGET CONSIDERATIONS

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SECTION 1: Student Needs		Notes
a. Student Headcount	324	K-3,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO) PreK-3 -37 PreK-4 – 46 Kinder: 58 First: 52 Second: 54 Thirds: 78
b. Percentage of students with an active IEP	28.09%	91/324
c. Percentage of students enrolled in English Language Learner (ELL) services	0%	

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d. Percentage of students identified as At-Risk (Free lunch)?	30.25%	98/324
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	

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SECTION 1: Student Needs		Notes
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	No	<ul style="list-style-type: none">□ At this time, the needs of Foster Care students are not being fully met. A significant concern is the lack of accessible mental health services and effective partnerships with wraparound service providers. Students often experience extended intake wait times for case management, and access to therapists remains limited. When therapy is assigned, it is frequently delivered virtually, which may not meet the individual needs of every student.□ While we have recently expanded our mental health team through grant funding, which has provided much-needed support, the demand continues to exceed capacity, and staff schedules remain consistently full. Additional resources and collaborative supports are necessary to ensure Foster Care students receive timely, comprehensive, and effective services.
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 will continue to partner with TASN to increase our effectiveness with tiered systems of support for reading as a focus for the 2025-2026 school year.

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SECTION 1: Student Needs		Notes
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.
k. Are there local assessments to measure reading growth?	Yes	Fastbridge Universal Screening (3x yearly), Bi-weekly Fastbridge Progress Monitoring, KAP Interim Assessments, Open Court curriculum-based lesson and unit assessments
l. Are there local assessments to measure math growth?	Yes	Fastbridge Universal Screening (3x yearly), 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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<p>n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?</p>	<p>Yes</p>	<ul style="list-style-type: none">• We remain committed to using data-driven strategies to maximize student performance on state assessments. Our approach includes both instructional enhancements and a strong emphasis on culture, collaboration, and accountability.• To build a positive culture around state testing, we engage students in setting and tracking Wildly Important Goals (WIGs), provide regular encouragement, and reinforce the purpose and importance of assessments. Teachers consistently analyze assessment data and monitor progress throughout the year, with a targeted focus on "bubble" students who are close to meeting benchmark levels. Interim assessments are practiced regularly to build familiarity and reduce test anxiety.• In professional learning communities (PLCs), teachers examine student work and use data to inform instruction, ensuring that teaching is responsive and aligned to standards. We have also increased efforts to engage families and improve parental buy-in regarding the importance of assessment and academic achievement.• We will continue to enhance our instructional foundation in both reading and math by striving to implement high-impact instructional strategies that increase student engagement and learning outcomes. While the reading and math core programs are now fully established, our focus has shifted to maximizing their effectiveness through strategic and consistent instructional practices across classrooms.• Additionally, all core teachers have completed LETRS Units 1-4 and will begin Units 5-8 during the upcoming school year. This
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		professional development is critical in equipping staff with a deeper understanding of the structures of the English language, the cognitive processes involved in reading, and research-based instructional practices. LETRS empowers teachers to better interpret assessment data, identify student needs, and apply targeted interventions, particularly for students with reading difficulties, including dyslexia.

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<p>o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</p>	<p>Yes</p>	<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, attendance data, discipline data, social work and mental health clinician referrals	
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 teacher screening process that includes three data points. This will 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.	

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SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
e. How are successes of Individual Plans of Study being measured?	Data Notebooks, Scoreboards, Wildly Important Goals (WIGs), w/action steps and accountability partners. Students attend Explorer Class Weekly.	Explorer Class Covers items such as: <ul style="list-style-type: none">• Career Exploration Activities: Classroom lessons that introduce a variety of careers through books, videos, guest speakers, and career days.• "When I Grow Up" Projects: Creative ways for students to express what they might like to be when they grow up.• Student Interest Inventories: Age-appropriate surveys or activities to help students identify their likes, dislikes, strengths, and areas of curiosity.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	

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g How are you ensuring students are civically engaged?

In a K-3 elementary setting, civic engagement is taught in developmentally appropriate ways that lay the foundation for responsible citizenship. We focus on building awareness, empathy, and participation in community life.

Student leadership clubs: students apply for clubs they are interested in, will go through an application process and meet regularly throughout the school year.

Classroom Community and Responsibility

- Class Jobs and Leadership Roles: Assigning roles such as line leader, lunch helper, or classroom greeter teaches responsibility, teamwork, and participation.

Classroom Rules and Agreements:

- Students help create shared expectations, promoting a sense of ownership and democratic values.

Service Learning and Acts of Kindness

- Schoolwide Service Projects: Activities like food drives, coat collections, or cards for veterans connect students to community needs.

Kindness Week (Feb):

- Encouraging small acts of kindness and recognizing them publicly fosters empathy and civic-minded behavior.

Leadership Roles

- Care Club, Student Lighthouse, The Voice (public speaking), Birthday

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SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
		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	

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SECTION 3: Curriculum Needs		Notes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	

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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	At this time we have the building has a virtual special education teacher. Overbrook Attendance Center has been nationally recognized as a distinguished school by The National ESEA Distinguished Schools Program for its outstanding achievement in closing the academic achievement gap.
b. How many classified support staff are currently employed?	27	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.

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SECTION 5: Staff Needs		Notes
c. How many classified support staff are needed?	N/A at this time	Special education classified staff are established at the beginning of the 2025-2026 school year after enrollment and special education minutes have been reviewed. We are currently covering the minutes for special education needs, however continued training is needed in the areas of autism, high behavioral needs, etc.
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 provide additional instructional leadership to our staff. The building administrator is completing LETRs training to help facilitate effective science of reading strategies.

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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 Vertical Alignment of Standards	

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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	<p>Carpeting Electrical Work Asphalt Resealing Painting Skylight Replacement Playground Maintenance</p> <p>Upcoming considerations: Our school board is in the planning stages of 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.</p>

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SECTION 6: Facility Needs		Notes
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	Parent Teacher Conferences, Family Night (including Title Information) Back to School Events, Field Day, Holiday Luncheons, Academic Night
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 Home Connections	Birth to 5 Nurturing Independence Videos in our youngest learners provided by teachers Brief explanations of the content that will be taught in the academic units
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)

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SECTION 7: Family Needs/Community Relations		Notes
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	94.90 %	
b. Building Chronic Absenteeism Rate	11.07 %	
c. District Chronic Absenteeism Rate	20.66 %	
d. District Graduation Rate	97.9%	

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SECTION 8: School Data		Notes
e. District Dropout Rate	.4%	

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SECTION 8: School Data		Notes
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		
a. What is our building graduation rate	N/A	
b. What is our building dropout rate?	N/A	

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SECTION 8: School Data		Notes
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		
c. What is our average comprehensive ACT score?	N/A	

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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?	<ol style="list-style-type: none"> 1. Continuing to strive to decrease 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. Rural community lacking resources. 	Chronic Absenteeism did decrease by roughly 4.77% from the 2023-2024 school year
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	1. Continue to examine and and modify district's attendance polices. Provide resources and training to support parents and students who struggle with truancy.	In regards to social emotional needs of the students in the district USD 434 has received a grant that allows us to hire additional mental health services for our students within our own district.

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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.	
b Additional building unique items:		
<i>Fat Fly</i>	<i>9-10-25</i>	
<i>Turner</i>	<i>9/10/25</i>	