

2024-2025 Building Needs Assessment for 2025-2026 Budget Considerations

District: 303 Ness City	Bldg #	Grades Served:
School: Ness City Elem	2948	K-6,PK (w/IEP),PK,PKAR (3 YO), PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 1: Student Needs		Notes
a. Student Headcount	155	
b. Percentage of students with an active IEP	21.30%	
c. Percentage of students enrolled in English Language Learner (ELL) services	7.74%	
d. Percentage of students identified as At-Risk (Free lunch)?	30.97%	
e. Pupil-Teacher Ratio Average	11.07 to 1	
f. Pupil-Teacher Ratio Median	17.5 to 1	
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. 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	
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	We've adopted a new reading curriculum and are in our 3rd year using it. Teachers have completed grade level curriculum alignment to ensure there are no gaps throughout the grade levels. Title 1 services K-3 will also continue to be utilized. The new math curriculum has been utilized the last four years and has made a noticeable difference in the kids' understanding. Title services are also continued to be utilized in this area as well K-3. <div>relevance/rigor work, creating safe environment, added Flight Time (MTSS reading intervention groups) daily using 95% group curriculum</div>	

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o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Title 1 services for K-3: Students are chosen to receive Title 1 services based on their local assessment scores, teacher input, and classroom performance. Within the Title 1 classroom, an evidence-based intervention program is utilized to help meet the needs of those students.	Need 4-6 Title teacher., percentile gains instead of point gains, test prep, MTSS intervention groups for reading
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		
a. How is social/emotional growth being measured?	KCTC and SAEBRS	
b. What are the targets/goals related to social/emotional growth?	USD 303 adopted and implemented the Kansas Social, Emotional, and Character Development Standards to help students develop self-awareness and self-management skills to achieve school and life success. To accomplish this, we adopted the Hope Rising SEL curriculum, which introduces students to skills through weekly lessons and goal-setting.	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Age/Birthday date (Early or late in the year) because that makes a big difference on if they are "ready". Yes they must be 5 before September 1, to start kindergarten but that doesn't automatically make them ready. And if they aren't, we have different options they can do to be ready. Overall Child- Are they ready in ALL developmental areas.	Transitional Kindergarten would allow students with a late birthday to learn the kindergarten curriculum at a slower pace, allowing them to be more developmentally ready for the traditional Kindergarten classroom or move directly into the First

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d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Kansas Early Learning Standards. Early childhood team needs time to sit down and discuss goals, targets, kids, and how to make sure they are truly ready (or is kindergarten truly ready for those kids) Language/Communication, Cognitive (Reading, Math), Motor (Fine/Gross), Social Emotional	Preschool adopted a new reading curriculum - Connect for Learning
e. How are successes of Individual Plans of Study being measured?	At this time, we haven't implemented a true IDP plan at the elementary school level. We are looking at ways to do that. We encourage and find community members to come in and discuss their career with students to open up and inform students of options and careers out there. iReady Math also provides a pathway that is individualized to each students need at least at the mathematical level. We also use Lexia, which is individualized on the reading level. But neither of these programs are career based.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		
g How are you ensuring students are civically engaged?	Veteran's Day Program, Held mock campaigns and voting	
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	We offer summer school each year.	
b. Are there appropriate and adequate instructional materials?	Some. There is a lack of science and social studies curriculum.	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	classrooms got new smart tv's and iPads for teacher use, google tablets were added to each classroom	

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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 Grade 12)		
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.		4th Grade Wax Museum Presentations, Classroom presentations on various topics
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	No	We need an effective social studies curriculum that supports this.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	No	We need an effective social studies curriculum that supports this.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Class-wide sessions with the counselor weekly help with things like self-regulation, mental wellness, and character development. Daily PE helps meet physical wellness goals.	teachers taking over this role starting 25/26 school year
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Grades PK-6 attend music daily. Grades 5-6 have the option to participate in band daily. Grades K-6 attend art weekly.	
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.	Students at the K-6 level are being introduced to various career paths.	
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.	Students at the K-6 level are being introduced to various career paths.	
SECTION 5: Staff Needs		Notes

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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?	Title 1 4-6 grade teacher would be a great addition to our staff, our 5th grade teacher is not yet certified but will complete her teacher ed program during the 25/26 school year. Full time elementary school building principal is needed	
b. How many classified support staff are currently employed?	SPED paras (PreK-6 + Foos) - 12 District paras - 3 Secretary - 1 Custodian - 1 Library Aide - 1, District Wide School Nurse - 1, Social Worker - 1	
c. How many classified support staff are needed?	We do not have a licensed librarian on staff. K-3 music is also not certified. We need a full time elementary school principal.	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	We need a licensed librarian. We need a school counselor/social worker as the funding for this position is ending.	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Regardless of previous training, ongoing professional development is necessary for this to effectively be accomplished.	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Staff development over the last few years and currently scheduled training along with on going conversations with staff on needs has led to a positive path forward. Staff needs to be held accountable to the training they receive. Staff needs professional development in the area of science.	
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No	We need space for pull out groups.

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b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	The HVAC system needs to be updated, ceilings need to be repaired from the leaking roof, windows need to be replaced, the gym needs to be updated to improve the acoustics, and there are a plethora of stickers on the playground that pose problems for students on a daily basis. The boiler and plumbing need to be repaired. A/C units are leaking in the classrooms. There are electrical issues. The carpet needs replacing in some rooms. A safe/secure entrance as well as FEMA rated storm shelters.
c. Are additional School Buses needed or any additional Routes needed?	We will need to replace a route bus in the next 2 years, and we are in need of personal transportation vehicles (Suburbans, vans, cars)	
SECTION 7: Family Needs/Community Relations		Notes

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a. Do you have regular events to engage parents with teachers?	We do “Family Engagement Nights” twice a year inviting families in to play games, do activities, etc along with their child. We hold a School Carnival each year which brings in lots of famililes! We do student led parent/teacher conferences twice a year as well. Meet Your Teacher night, the day before school starts is another chance for parents to come in and meet the teacher, see the classroom, and get information from the teacher as far as communication and classroom expectations.	
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?	None	
c. Do you have an active Site Council?	We have tried multiple times, but failed to get community involvement. We continue to schedule meetings and invite community members	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes. Booster Club is now active and promoting activities at the grade school. They are helping with the Silent Auction for the School Carnival.	
e. What types of communication exists with families? Is it adequate?	Morning Memos are sent via email daily. Teachers utilize apps like SeeSaw and ClassDojo to communicate classroom happenings. Planners are also being used in grades 3-6 as a way of communication. Site Council meetings are scheduled and parents are encouraged to come, but we have no one come. School board meetings are also broadcast via Facebook Live. There is a monthly, district-wide newsletter sent to all USD 303 addresses.	
f. What types of communication/social media exists with your community? Is it adequate?	Twitter Facebook Newsletter	

SECTION 8: School Data

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Please consider the following questions as you complete the needs assessment for your building.		
a. Building Attendance Rate	93.5%	
b. Building Chronic Absenteeism Rate	15.63	
c. District Chronic Absenteeism Rate	20.23%	
d. District Graduation Rate	94.4%	
e. District Dropout Rate	0.0%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate		
b. What is our building dropout rate?		
c. What is our average comprehensive ACT score?		
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?	Parent Involvement, Parent Education Level, Growing ELL Population, Behavior/Mental Health, Training of Support Staff, Improved Classroom Management, Improved Instructional Practices, Increased Academic Expectations, attendance, class sizes, communication between the 2 buildings, follow through based on our handbook	
1. Can these be achieved with additional resources?	Some items can be easier addressed than others: Additional training and professional development, Elementary Principal, Addition of quality paraprofessionals, certified librarian, social studies and science curriculum, Continued commitment to addressing behavior/mental health issues would be beneficial	
2. Why or why not?	Not sure how to change the parental involvement culture	
b. Additional building unique items:		



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