

<b>District:</b> USD #273	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Beloit Elementary	2214	PK - 6th

**Please consider the following questions as you complete the needs assessment for your building.**

<b>SECTION 1: Student Needs</b>		<b>Notes</b>
a. Student Headcount	502	
b. Percentage of students with an active IEP	20%	
c. Percentage of students enrolled in English Language Learner (ELL) services	1.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	33%	
e. Pupil-Teacher Ratio Average	20.0	
f. Pupil-Teacher Ratio Median		
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. 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	Yes	STEM, Vocal, PE, & Library are offered at grades
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		Adding interventions for ELA & Math.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	We strive to individualize learning for all students.
	Yes	
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>		<b>Notes</b>
a. How is social/emotional growth being measured?	SABRS	
b. What are the targets/goals related to social/emotional growth?	To create self regulation, have less office referrals,	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	DECA,myIGDI, and ASQ assessments	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	At benchmark on all assessments	
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	NA	
g. How are you ensuring students are civically engaged?	Service learning hours are a graduation	
<b>SECTION 3: Curriculum Needs</b>		<b>Notes</b>
a. What extended learning opportunities are provided (after school programs, summer school programs,	Summer school is offered and staffed for those	
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 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state	Yes	
c. Is every child in your school provided at least the following capacities?	Yes	
1. Sufficient oral and written communication skills to enable students to function in complex and	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed	Yes	
3. Sufficient understanding of governmental processes to enable the student to understand the issues	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	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	Yes	
<b>SECTION 5: Staff Needs</b>		<b>Notes</b>
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under	Yes	

b. How many classified support staff are currently employed?	30	
c. How many classified support staff are needed?	30	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional	Yes	
f. What staff development is necessary for teachers to support student success and meet the school	Conscious Discipline - Social/Emotional Training	
<b>SECTION 6: Facility Needs</b>		<b>Notes</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	There are plans to continue working on HVAC
c. Are additional School Buses needed or any additional Routes needed?	no	
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	yes	PT conferences, Concerts, Meet the Teacher,
b. What types of caregiver training programs (teaching guardians how to give students help with	none	
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?	Skyward, Facebook, Twitter	Website, marquee, emails, pt conferences,
f. What types of communication/social media exists with your community? Is it adequate?	yes,	Facebook, Twitter, school apps
<b>SECTION 8: School Data</b>		<b>Notes</b>
a. Building Attendance Rate	94.1%	
b. Building Chronic Absenteeism Rate	13.0%	
c. District Chronic Absenteeism Rate	22.1%	
d. District Graduation Rate	97.7%	
e. District Dropout Rate	0.6%	
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>		<b>Notes</b>
a. What is our building graduation rate		
b. What is our building dropout rate?		
c. What is our average comprehensive ACT score?		
<b>SECTION 9: Other Data</b>		<b>Notes</b>
a. Based on the building leadership team's analysis, what are the barriers your school faces with		The district is dealing with HVAC issues at the
1. Can these be achieved with additional resources?		The district will have to look at having a bond
2. Why or why not?		
b. Additional building unique items:		