



Building Needs Assessment 2024-2025

School: Leawood Elementary

Principal: Mrs. Jenny Hayes

State School Code: 0773

1. IDENTIFY THE BARRIERS THAT MUST BE OVERCOME FOR EACH STUDENT TO ACHIEVE GRADE LEVEL PROFICIENCY ON STATE ASSESSMENTS:

Some of the key barriers that must be overcome at this school include:

- Staffing
 - One barrier to overcoming student achievement is human capital based on enrollment numbers. We are pleased to be getting an administrative intern for 2024-25, but there are other areas of need.
 - With lack of a certified math specialist, students who are academically at risk in areas of math would benefit from additional one on one support from a specialist.
 - As we continue to focus on Tier I interventions, Leawood Elementary would benefit from a full-time behavior interventionist to target and address specific behavioral concerns in a proactive and/or reactive manner.
 - There is also a growing need for substitute teachers.
 - Our staff continues to have additional professional learning needs, specifically in the areas of reading, math, writing, and juggling the various curriculum areas. We need time to focus on these important professional learning items.
 - Competitive Pay and Class Sizes/Caseloads:
 - Teacher compensation needs to continue to improve so that we can attract the best teachers and support staff.

By addressing these staffing and professional development needs, Leawood Elementary can create a more supportive and effective educational environment, leading to higher student achievement and success.

2. IS EVERY CHILD IN YOUR SCHOOL PROVIDED AT LEAST THE FOLLOWING CAPACITIES?

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization? (Yes or No. Explain if needed.)

- Yes

Sufficient knowledge of economic, social, and political systems to enable students to make informed choices? *(Yes or No. Explain if needed.)*

- Yes

Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation. *(Yes or No. Explain if needed.)*

- Yes

Sufficient self-knowledge and knowledge of his or her mental and physical wellness. *(Yes or No. Explain if needed.)*

- Yes

Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. *(Yes or No. Explain if needed.)*

- Yes

Sufficient training or preparation for advanced training in either academic or vocational fields to enable each child to choose and pursue life work intelligently. *(Yes or No. Explain if needed.)*

- Yes

Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job markets. *(Yes or No. Explain if needed.)*

- Yes

3. IDENTIFY 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:

The Board of Education values the emphasis placed on student learning and student success as exemplified by the actions of our staff, administration, parents, and the larger Blue Valley school district community. A focus on continuous improvement is woven into planning at the district, building, department, classroom, and student level. Through this work, a variety of needs have been identified which are key variables to increased student achievement and organizational success. These needs inform the development of the district budget for the 2024 – 2025 school year. Removing barriers to learning and allowing time for adequate adoption and implementation of resources and solutions takes time. A precise timeline for each student to achieve all grade level proficiency markers on state assessments even with a Board designed and approved budget, is unable to be defined for the current population of over 21,000 students. Rather, school buildings and teachers will continue to identify meaningful growth measures based on student assessment data ensuring a continued culture of learning and student success. This data will be reviewed by the Board of Education on an annual basis allowing for monitoring of student improvement on proficiency markers on state assessments.