

Section 1: Student Information							
	SES (K-4)	SMS	SHS	District	STATE	Notes	
A. Student Headcount	143	137	139	419		Based on SO66 Fall 2025	Enrollment By Grade
B. Percentage of Students with an active IEP	18%	15%	16%	16%		Amounts are rounded	
C. Percentage of students identified as At-Risk (Free Lunch)	62%	56%	50%	56%		Amounts are rounded.	
D. Percentage of students enrolled in English Language Learner (ELL) services	0%	0%	0%	0%			
E. Pupil/Certified Core Teacher Ratio	13.00	15.22	15.44	14.45		Math, Science, Social Studies, ELA/Reading	
F. Ethnicity Groups							
<i>White</i>	128	123	126	377		Using PS Enrollment Summary Dated 9/22/2025.	
<i>Black or African American</i>	1	1	0	2			
<i>Asian</i>	0	0	0	0			
<i>American Indian or Alaska Native</i>	1	4	0	5			
<i>Native Hawaiian or Other Pac Islander</i>	0	0	1	1			
<i>Hispanic/Latina</i>	4	7	4	15			
<i>Two or More Races</i>	9	2	8	19			
G. Percentage of students in foster care	0.60%	0.70%	1.40%	0.90%		Data from 9/20/2025.	
H. Daily Average Attendance Rate	93.50%	94.40%	91.30%	93.00%		Per Kansas Building Report Card for 2025	
I. Chronic Absentism Rate	17.48%	15.60%	30.63%	21.62%	19.60%	Data from KSDE Accountability Report	
J. Graduation Rate			89.20%		90.50%	26.5 credits required. This exceeds what is required in Kansas (21 credits). All courses meet the Kansas State Curriculum guidelines.	
K. Drop Out Rate			0.00%		1.20%	Data from the KSDE Accountability Report.	
L. Student Instructional Days	161.5	161.5	161.5			Link to Calendar	

Section 2: Personnel Information						
Link to Personnel List						
Teacher Quality	SES	SMS	SHS	Board Office	District	Do these numbers meet the needs of the district?
A. USD 247 Certified Teacher Headcount	9	12.25	15.75		37	Some staff are shared between buildings.
B. Interlocal Certified Teacher Headcount	1	1	1		3	
C. Administration	1	1	2	1	5	
D. Counselor Headcount	0.5	0.5	1		2	
E. School Based Therapist	0.34	0.33	0.33		1	Estimated
F. Nurse Headcount	0.33	0.33	0.34		1	
G. District Paraprofessional Headcount	2	2	2		6	
H. Interlocal Paraprofessional Headcount	3	7	1		11	
I. Custodial Headcount	1	3	3		7	
J. Food Service Headcount	2	2	1	1	6	
K. Secretarial Headcount	1	1	2		4	
L. Maintenance/Transporation (Mechanic) Headcount	0	0	0	3	3	
M. Transportation (Bus/Van Drivers)				11	11	
N. Other Board Office Staff Headcount				3	3	Treasurer/Receptionist, Data/Compliance, Business Manager
O. Technology Director				1	1	

Section 3A: Academics - Student Supports					Section 3B: Academics - Curriculum
Tier 1 MTSS	SES	SMS	SHS		Curriculum
A. Whole class instruction	Yes	Yes	Yes		A. Essential Standards Identified
B. Individual Plans of Study	N/A	Yes	Yes		B. USD 247 Textbook Master Sheet
C. Virtual Option	Yes	Yes	Yes		C. Academic Programs
D. SIT Process (Student Improvement Team)	Yes	Yes	Yes		
Tier 2 MTSS					
A. Small group instruction within regular classroom	Yes	Yes	Yes		Section 3C: Academic Data
B. Individual instruction within regular classroom	Yes	Yes	Yes		A. KSDE Building Report Card
C. Individual and small group pull out	Yes	Yes	Yes		B. ACT
D. Credit Recovery	N/A	N/A	Yes		C. Fastbridge and State Assessment by Level
					D. ASQ- Kindergarten Readiness
Tier 3 MTSS					E. ASQ - PreK
A. Small group pull out	Yes	Yes	Yes		F. NAEP
B. Individual pull out	Yes	Yes	Yes		G. Accountability Report
C. Afterschool program (currently funded by a grant)	No	No	No		H. Kansas Assessment Data
D. Summer school program (currently funded by a grant)	Yes	No	No		I. Kansas Assessments Guide to Cut Scores
					J. Barriers to Achieving Proficiency on State Assessment
Student Supports - Early Childhood					K. Work Keys
A. Parents as Teachers	Yes				
B. ASQ Report Pre-K 2025-2026	Yes				
C. ASQ Report Kindergarten 2025-2026	Yes				
Student Supports - Special Education					
A. Inclusion	Yes	Yes	Yes		
B. Resource Room	Yes	Yes	Yes		
C. Gifted	Yes	Yes	Yes		
D. Paraprofessionals	Yes	Yes	Yes		
E. Special Services (Speech, Adaptive PE, etc.)	Yes	Yes	Yes		

Section 4: Social Emotional Learning			
Bullying Prevention			
Anti-Bullying Plan	Anti-Bullying Policy for Staff	Anti-Bullying Policy for Students	Anti-Bullying Policy for Parents
Social Emotional Health Supports			
A school mental health team is in place that supports and monitors anti-bullying and social emotional efforts and responds to social emotional crisis. This is made up of school counselors, administration, school nurse, and school based therapist. The district also has access to resources from Greenbush.			
Curriculum and Instructional Resources			
Elementary-Second Step	Academic Programs		
Middle School- Second Step			
High School- School Connect			
Measuring Social-Emotional Learning Locally			
KCTC Depression & Suicide Report 2025-2026			
KCTC USD 247 At A Glance 2025-2026			
KCTC USD 247 District Summary Report 2025-2026			
KCTC USD 247 Social Emotional Character Development 2025-2026			
ASQ PreK 2025-2026			
ASQ Kindergarten 2025-2026			

Section 6: Parent/Community Engagement	
<u>Engagement Events</u>	
Staff/Family/Community Communication	Facebook Bright Arrow (email/voice/text via Power School) Website Twitter Local Newspapers (Columbus News Report & Pittsburgh Morning Sun) Newsletters
Opportunities for Parent Involvement	<u>School Site Council</u> <u>PTO</u> <u>Southeast High School Booster Club</u>
Data Sources	<u>Family Arrival and Exit Survey</u> <u>Title 1 Family Engagement Survey</u>

Section 5: Professional Development

[Title 1 Annual Staff Evaluation 2025-2026](#)

Professional Development Board Goal Recap

[District Calendar - PD Days Embedded](#)

[Mandated Yearly Trainings](#)

Greenbush School Improvement Consortium

[Curriculum Programs Guide](#)

Ed Tech Academy Greenbush (available to all teaching staff)

[PLC Conference Attendance Chart](#)

[Greenbush PD Calendar/Opportunities](#)

[District PD ReCap](#)

Section 7: Facilities		Section 7: Technology		Section 7: Transportation
Data Resources		Student Resources		School Buses
District Facilities Assessment July 2020 BOE Facility Priorities Update November 2025		Chromebooks		Two activity buses One mini buses One handicap bus Eleven full size buses
		iPads		
		Teacher Resources		Passenger Vehicles
		Laptops		One Suburban One car Eight Vans
		Projectors		
		Television (apple tv SHS option)		
		Mimio Interactive Touchscreens		Personnel
		Phone System		Transportation Manager (1)
		District Resources		Bus Drivers (7 route, 1 sub, 2 activity)
				Passenger Vehicle Drivers (3)
		Data Resources		Mechanic (1)
				Facilities
				Bus Barn
				Fuel Station
				Fenced Bus and Vehicle Parking Yard

Section 8: Needs Assessment Summary		For Board Consideration on June 8, 2026		
Kansas State Assessments	Educational Capacities (pursuant to K.S.A. 72-3218)	Budget Actions for Consideration	Strategic Plan/Board Goals	KESA Goals
1. Kansas Assessments District Summary Review 2026	1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization. (Embedded in ELA Essential Standards/Curriculum)	Board Goal 1: Preparing and Supporting Students for Present and Future Success 1. Consider the addition of a counselor at the elementary/middle school level to better support student academic, social-emotional, family engagement, and behavioral needs.	USD 247 Strategic Plan/Board Goals	KESA Action Plan 2025-2026
2. Kansas Assessment Data	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. (Embedded in Social Studies Essential Standards/Curriculum)	2. Explore sustainable funding options to continue after-school and summer learning programs that support student achievement and intervention efforts.	Staff Needs Assessment Survey Spring 2026	
3. Barriers to Proficiency on State Assessments	3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation. (Embedded in Social Studies Essential Standards/Curriculum) 4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness. (Accomplished through PE/Health Essential Standards/Curriculum, SAEBERS Assessment, etc.) 5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. (Embedded in Social Studies Essential Standards/Curriculum) 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. (Accomplished through Project Based Learning in 8th grade and a Technology offering in 5th grade. Students at the high school have the opportunity to take Career and Technical Courses off-campus) 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. (Accomplished through Career and Technical Courses offered in pathways and 8th grade travels to the HS for FACS and Agriculture)	Board Goal 2: Staff - Improve Recruitment, Retention, & Professional Development for all staff. 1. Budget for competitive salary and benefit increases to help close the gap with neighboring districts and improve staff retention. 2. Continue budgeting for technology updates and replacement devices for students and staff. 3. Continue to support and fund meaningful professional development opportunities for all staff. Board Goal 4: Facility Maintenance and Improvements 1. Continue to prioritize and budget for high-priority projects identified in the district facilities assessment, including but not limited to: A. Roof and HVAC repairs and replacements throughout the district. B. Tuckpointing and exterior masonry repairs throughout the district. C. Restroom remodels and additional restroom facilities for students and staff, especially at SHS. 2. Continue exploring opportunities for facility consolidation and reorganization to reflect enrollment trends and improve operational efficiencies. Other: Transportation 1. Continue budgeting for the replacement of buses and district vehicles as part of a long-term transportation plan.		
4. Estimated amount of time for students to achieve grade level proficiency on state assessments: "While our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those factors include: 1. Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency. 2. The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria. 3. Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students. 4. While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency. 5. Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board."				
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