

SCHOOL NAME	Fairfax Learning Center
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KCKPS Building Needs Assessment 2022-2023 Budget Planning (HB 2067)
 Below are questions which should be addressed when planning for needs at the building level.
 Personnel - such as teachers (including Title I teachers), principals, counselors, and support staff should be involved in determining the needs of the building and district.

Section 1: STUDENT NEEDS

	Data Points	Rationale/Notes from Building Administrator	Guidance Notes
A. How many students are enrolled at this school building?	60	Our capacity at Fairfax is set at 75. Part of the low number was due to delays in intakes for potential students that was caused by Covid. However, I also can have up to 12 students currently at the Restorative Education Program which I also serve as the admin. for.	Use 9/20/21 enrollment count; provide additional notes if there's been a change in your enrollment since the 9/20/21 count.)
B. How many students enrolled at this building meet the definition of at-risk? (Free Lunch)	100%		Per state at-risk funding guidelines, use the number of students eligible for 'free lunch' in your building per 9/20/21 enrollment count.
C. What is the pupil-teacher ratio?	12.5:1	With 6 content teachers at Fairfax and 75 students our ratio is 12.5 to 1. Each teacher at Fairfax is the lone person for their content area, with the only exception being a teacher who teaches both Social Studies and ELA courses. At the Restorative Education Program is 1:6.	Use district guidelines of: K-5 is 1:21; 6th-8th grades 1:22; 9th grade 1:18 10-12th grades 1:23. Provide notes regarding overages at specific grade levels or content areas where classrooms fall outside of the district guidelines by 5 or more students.
D. What is the pupil-teacher ratio necessary to meet the needs of students and the School Improvement Plan goals of this building?		The current number works. However, for us to be able to increas enrollment from 75 students to 85 students we would need to add another teaching position.	Please use the district guidelines above. There will be another space for you to list any additional staffing requests.
E. How many students have an IEP, including Gifted?	11 to 15	This year we have had 11-15 SPED students on our roster at any given time.	
F. How many students are severely handicapped? (SAIS 1)	None	None	Provide the name of the specialized program(s) you have at your building, as well as any additional notes you relative to budget planning.
G. How many students are English Language Learners?	12 to 15	This year we have had between 12-15 ELL students	
H. How many students do not meet proficiency in ELA? (State Assessment, tested grades only. You may provide a link to a separate data sheet where all of your information is displayed.)	https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&bldg_no=8402&rptType=1	There were not 3's or 4's in ELA.	Use 2021 Summative KAP data provided. If you provide a link, please make it VIEW ONLY, and the link should only pertain to pertinent information.
H. How many students do not meet proficiency in MATH? (State Assessment, tested grades only. You may provide a link to a separate data sheet where all of your information is displayed.)	https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&bldg_no=8402&rptType=1	Given the experience we have had with KAP in recent years, we do not have a current goal aligned to it. This in part is because we are not sure for the accuracy and relevance of the data it produces, as in the past our student population has not necessarily put their best foot forward on state tests, and since we typically do not take freshmen and only 10-12 graders, it is hard to determine growth from them. For instance about half of the 10 graders we will be testing this Spring will have just started with us in January or March. We believe that the data we are currently getting from FastBridge testing is more relevant, thus we want to use that data to drive our instruction moving foward. Through this implementation which intend to incorporate into our SIP for next year, we will hope to see a significant rise in KAP scores.	Use 2021 Summative KAP data provided. If you provide a link, please make it VIEW ONLY, and the link should only pertain to pertinent information.
I. What are your targets/goals regarding percentage of students in the advanced and exemplary categories? (List ELA/Math, State Assessment, tested grades only. High Schools may wish to include ACT/Workkeys. If data differs between grade or content levels, include disaggregated data. You may provide a link to a separate data sheet where all of your information is displayed.)	No current goal related to KAP scores as part of our current SIP		Be factual, this is a public document that is viewed by members of the legislature. Fastbridge/SAEBRS, ISS/OSS, attendance, and chronic absenteeism data could also be considered here. Please use this link at the top of this document for data.
J. Do you have disparities in student achievement among student subgroups? (List subgroup data in ELA/Math, State Assessment, tested grades only. High Schools may wish to include ACT/Workkeys. You may provide a link to a separate data sheet where all of your information is displayed.)	https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&bldg_no=8402&rptType=1	All sub groups were underperforming spring '21.	

Section 2: STAFF NEEDS

	Data Points	Rationale/Notes	Guidance Notes
A. How many additional teachers are needed to meet the School Improvement Plan goals of this building?	1.5	I would like to add 1 additional teacher, this would allow us to raise our enrollment cap to 85 students. I would like to add another teacher to be able to support ELA courses as well as do reading intervention, as our FastBridge data indicates that many of our students are in need of additional support. Additionally, I currently supervise a SPED teacher who serves student in my building attending either the Restorative Education Program or the New Directions Program. In addition to these programs they support the SPED students who attend 500 Reach, JDC as well as Sumner Academy. Rather than sharing this position with JDC and Sumner, I would like to have them just serve 500 Reach studetns as well as student who attend the Restorative Education Program and New Directions. This change is needed as that position has served as the acting case manager for 7 students between REP and the New Directions Program, as well as 17 students at 500 Reach.	If there is a need for additional class size reduction teacher, or other position, based on student data, please provide that information here. What data are you using to support this request, Fastbridge/SAEBRS, attendance data would be appropriate.
B. How many qualified teachers are needed to meet the needs of students under the ESEA Guidelines which requires every classroom to be covered by a teacher who is certified in the specific content area in which they're assigned to teach? (If you have vacancies in hard to fill areas and will need to use long-term subs in these classrooms, please indicate the number of vacancies in the notes section, as well as the content area for each vacancy.)	0	None at this time. We have certified staff for all positions.	

<p>C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building? D. How much planning time do teachers currently have above the negotiated agreement? If additional time is provided, do you use your building budget to provide more time for PLCs?</p>	<p>See presentation here</p>	<p>As seen in the data, our students have shown a significant increase in achievement via the credits earned since transitioning from an instructional model that was 100% reliant on Edgenuity to a model where they are taught by a certified teacher. However, engagement is still a challenge as our current model is based off the same GVC and the same resources that the students were not successful with at their school of origin. For these reasons our staff (teachers, support staff, admin, etc.) believe that to reach our current desired outcomes we need to move toward an inquiry/exploratory method of instruction focused on key competencies based off of the priority standards from the GVC. As part of this initiative we would like to bring in consultants from Big Picture Learning to lead several Professional Development sessions with our teachers.</p>	<p><i>Staff development requests need to be aligned to your SIP, MTSS, District Strategic Plan, and KESA - support for strong core instruction.</i></p>																	
	<p>35 minutes</p>	<p>As my teachers are all departments of 1, PLC time generally occurs on Tuesday and Thursday immediately after dismissal.</p>																		
<p>E. How many classified instructional support staff are currently employed and how many are needed at this building?</p>	<p>2 on staff, would like 5.</p>	<p>We currently have 1 paraprofessional and 1 Restorative Justice Specialist (ISS monitor). This is fine for just Fairfax. However, I also support SPED students who attend New Directions and the Restorative Education Program. Currently, I have just one teacher who supports those two programs in addition to supporting SPED students at JDC, Sumner as well as 500 Reach (virtual alternative school). I would also like to hire a Restorative Justice Specialist for the Restorative Education Program. Adding this position--along with the two teachers assigned to REP--would allow me to raise the capacity at REP from 12 to 18. I would then like to readjust one of the teachers at REP to do some targeted reading intervention with both REP and Fairfax students. Last, we currently do not have any formal ESL support, however, we have ESL students. I would like an ESL if possible for next year.</p>																		
<p>F. Are all your licensed teachers highly qualified and properly assigned? G. Do teachers and students have sufficient access to a variety of technology? H. Is staff properly trained to incorporate technology into the classroom? I. Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.? J. Are principals and other key staff trained to provide instructional leadership to teachers?</p>	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Rationale/Notes (If no, please provide detailed notes regarding identified needs.)</th> </tr> </thead> <tbody> <tr> <td>X</td> <td></td> <td>However, we still use Edgenuity for some required electives such as Art and PE for which we do not have a certified staff member. I would like to explore looking at an alternative way for students to earn these credits that is more impactful than Edgenuity. For instance, maybe someone from the IARC could serve as a co-teacher. Meaning they would be on record as one of the teachers of the course, but one of our teachers certified in another area would be carrying out the day-to-day instruction. My thinking is that my teacher and the certified Art or PE teacher from the IARC would co-plan lessons and assessments that were focused on the students demonstrating competencies tied to the essential standards from the GVC's of applicable Art and PE classes. This would be far more engaging for our students than the current practice of having them recover these credits via Edgenuity course work.</td> </tr> <tr> <td>X</td> <td></td> <td></td> </tr> <tr> <td>X</td> <td></td> <td></td> </tr> <tr> <td>X</td> <td></td> <td></td> </tr> <tr> <td>X</td> <td></td> <td>However, I currently share my Instructional Coach with 3 other campuses, two of which are on the other side of town. This is prolonging the work that we want to do that is part of our SIP with regards student centered coaching cycles and working with PLC's to develop rubrics to assess mastery of essential standards. Additionally, the the four alternative schools are currently under two different IIO's, thus our IC is serving four different principals who respond to two different district level leaders.</td> </tr> </tbody> </table>	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)	X		However, we still use Edgenuity for some required electives such as Art and PE for which we do not have a certified staff member. I would like to explore looking at an alternative way for students to earn these credits that is more impactful than Edgenuity. For instance, maybe someone from the IARC could serve as a co-teacher. Meaning they would be on record as one of the teachers of the course, but one of our teachers certified in another area would be carrying out the day-to-day instruction. My thinking is that my teacher and the certified Art or PE teacher from the IARC would co-plan lessons and assessments that were focused on the students demonstrating competencies tied to the essential standards from the GVC's of applicable Art and PE classes. This would be far more engaging for our students than the current practice of having them recover these credits via Edgenuity course work.	X			X			X			X		However, I currently share my Instructional Coach with 3 other campuses, two of which are on the other side of town. This is prolonging the work that we want to do that is part of our SIP with regards student centered coaching cycles and working with PLC's to develop rubrics to assess mastery of essential standards. Additionally, the the four alternative schools are currently under two different IIO's, thus our IC is serving four different principals who respond to two different district level leaders.	
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Section 3: CURRICULUM NEEDS																				
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Section 4: FACILITY NEEDS																				
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Section 5: PARENTAL NEEDS			
	List Activities	Rationale/Notes	
A. What parental involvement opportunities do you currently offer?	Currently do not have any.	One of our goals for next year will be to initiate a PTA, something that Fairfax has not previously had.	
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	Be involved in learning and utilizing restorative practices and general community building	We often have parents participate in circles with students. But w would like to offer an opportunity to give parents some initial education/training in restorative practices.	
C. What types of parent training programs (teaching parents how to give student help with homework, teaching parents how to use technology that students will be required to use, etc.) are provided?	None	Parent engagement is something that we want to begin to work futher toward in our SIP next year.	
D. What types of communication exists with parents and community? Is it adequate?	BrightArrow messaging, Texts and phone calls	No. We need to do more.	
Section 6: HIGH SCHOOL NEEDS (9-12/Alternative Buildings)			
	Data Points	Rationale/Notes	
A. What is the current graduation rate?	12/18= 66%	This percentage was reached by dividing our number of graduates divided by the number of our seniors. Based on 2020-2021 SY data.	
B. What is the current dropout rate?	16/75=21%	This number was taken by dividing our number of drop out/exits divided by our capped number of enrollment. Based on 2020-2021 SY data.	
Section 7: OTHER			
	Data Points	Rationale/Notes	
A. How many building personnel/school community parents were involved in helping to determine the needs of this building (teachers, principal, counselors, support staff, parent, etc.)?		Discussed needs both formally and informally with members of the BLT. Specifically 1 teacher, 1 IC, 1 counselor, 1 dean, 1 secretary.	
		5	
	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
B. Are Title II-A and Title V funds used to address the identified needs?	X		This year we secured some title funds for restorative justice professional development
			Refer to your site council and building leadership team, as well as Family Engagement Survey input.
			Guidance Notes Title I buildings use Title I funds for professional development. Title IIA funds are used to support EC/HS buildings PD projects where site level Title I funds are unavailable. Title IIA funds are used for systems-level programs such as SPED/ESL endorsements, para to teacher program, incentives for hard to fill positions. The district does not receive Title V funds.
Additional, non instructional, classified staff requests	X		I currently only have one officer staff person, who serves as the principal secretary, the attendance secretary, registrar and treasurer. As I would like to increase our enrollment cap from 75 students to 85 next year by adding one additional teacher, I would also like to add a .5 attendance secretary to my staff. Currently my secretary spends 15-20 hours each week just handling responsibilities directly tied to the attendance secretary position. This has then led to her having less time to carry out the responsibilities tied to the other 3 positions (principal secretary, registrar, treasurer) that her job entails. Additionally, my SRO has expressed a want for an SSA for our building.





