

SCHOOL NAME

Juvenile Services Center

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?	4/20/21 (14), 9/20/21 (12), 11/20/21 (23), 3/24/22 (28)	The 3 count days that we use are listed. Currently we have 27 students and that number should be rising since the county has recently starting partnering with other counties.	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)	12		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?	4/20/21 - 1:3.5 9/20/21 - 1:4 11/20/21 - 1:7.7 3/24/22 - 1:9.3	Our numbers fall under the district guidelines because we offer one teacher for each core except science.	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?	We need one core teacher for each of the four cores.	The ratio is contingent on how many student are currently incarcerated. We need four teachers to meet each of the four cores.	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?	Currently 9	Currently we have 33% of our students with an IEP. Throughout the 21-22 school year we have averaged about 25% of our students that have an IEP	
F. How many students are severely handicapped? (SAISL 1)	0		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?	Currently 4	Throughout the 21-22 school year we have averaged about 9% of our students that are ELL.	
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.)	NA		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.)	NA		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.)	NA		
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.)	NA		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.

Section 2: STAFF NEEDS

	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)	Guidance Notes
A. How many additional teachers are needed to meet the School Improvement Plan goals of this building?		1	We need a science teacher to help our students meet their needs in all four of core areas. Currently we have a Math, English, and Social Studies teacher. The science teacher we did have was moved to address district staffing needs.	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	We are able to make it work so that every classroom is covered by a certified teacher. However, our students were not getting science instruction.	
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?		0	Staff will continue to do PL in instructional strategies, monitoring for learning, MTSS, SIOP, & social emotional learning.	Staff development requests need to be aligned to your SIP, MTSS, District Strategic Plan, and KESA - support for strong core instruction.
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?		0		
E. How many classified instructional support staff are currently employed and how many are needed at this building?		2	One is our tutor and the other is our transitions specialist. Both are needed to meet the building goals.	
F. Are all your licensed teachers highly qualified and properly assigned?	x			
G. Do teachers and students have sufficient access to a variety of technology?	x		Students are limited in what they can use due to facility rules.	
H. Is staff properly trained to incorporate technology into the classroom?	x		For the most part. They have been trained, but some are just not as comfortable as others. The staff has received training, but could definitely use more to become more comfortable in using it.	
I. Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.?		x	We do not have a counselor, social worker, librarian, EL teacher, or nurse. We need access to these support staff. There is a nurse on duty at all times at the center, but they are not USD500 nurses. We could use a part-time librarian because students do a lot of reading while they are enrolled here. With there being no principal on site next year, the facility could really use a counselor. We would also like to partner more with the social workers that are already in the other USD500 schools.	
J. Are principals and other key staff trained to provide instructional leadership to teachers?	x		There will not be a principal on site next year.	

Section 3: CURRICULUM NEEDS			
	List Activities/Items		Rationale/Notes
A. What extended learning opportunities are provided?	Edgenuity and credit recovery		
B. What technology is needed to support the curriculum?	New chromebooks or ipads - Desktop computers - internet?		The chromebooks are old and many of them are not working. In order for our students to do work in edgenuity and canvas, they need access to a computer that works.
C. Is the curriculum aligned with state standards?	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
D. Are there appropriate and adequate instructional materials?	x		
E. Is current technology appropriate?	x		It is a appropriate but is a little outdated.
Section 4: FACILITY NEEDS			
	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
A. Is there adequate space for student learning?		x	The new facility has small classrooms. When the facility is full, we will have issues getting all students into the classrooms and provide them appropriate instructional space.
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?		x	
Section 5: PARENTAL NEEDS			
	List Activities		Rationale/Notes
A. What parental involvement opportunities do you currently offer?	Parent Contact		Family Advocacy and conferences
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	To be in the know about education here.		We want our parents to know what their student is doing educationally and how they are doing.
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		
D. What types of communication exists with parents and community? Is it adequate?	Phone and Email		It is adequate with our USD 500 students. We do not always have information about non USD 500 students.
Section 6: HIGH SCHOOL NEEDS (9-12/Alternative Buildings)			
	Data Points		Rationale/Notes
A. What is the current graduation rate?	NA		
B. What is the current dropout rate?	NA		
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.)?	5		The entire staff here at JSC was involved in determining our needs.
	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	

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.





