

SCHOOL NAME	KVC Academy		
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?	48	Our contract/MOU with KVC Prairie Ridge dictates that we have a maximum of 8 students per 1 teacher. We have 6 teachers, 3 gen ed & 3 special education who serve 7 groups of students.	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)	NA	KVC Academy students are in residential care at KVC Hospital, Prairie Ridge	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?	Max 8 students: 1 teacher	Ratio 8:1 is per contract with KVC in our specialized alternative setting	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?	8 to 1	We are tight on resources and have a new special education process, but I want to try another year post-covid to assess staff resource allocation. I may request an additional teacher for the 23-24 SY.	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?	Varies, approx 60-75%	Temporary setting; data varies; avg 60-75% No gifted IEPs yet.	
F. How many students are severely handicapped? (SAILS 1)	varies	We have one unit, the Journey (J Unit), that has high needs students. Some would be in a SAILS-type classroom. Currently the special education teacher for this classroom is also an instructor for our 7-12 secondary students.	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?	varies, very few to none	We have not had an ESL student the 21-22 school year	
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	We do not give the Kansas state assessment due to temporary specialized setting	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	We do not give the Kansas state assessment due to temporary specialized setting	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	We do not give the Kansas state assessment due to temporary specialized setting	
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	We do not give the Kansas state assessment due to temporary specialized setting	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

	Data Points	Rationale/Notes	Guidance Notes
A. How many additional teachers are needed to meet the School Improvement Plan goals of this building?	0 teachers needed - Requesting additional Sped Coordinator and Instructional Coach support	KVC is a high needs school related to special education. The Special Education Coordinator holds a critical role to keep the process moving. Currently, the Special Education Coordinator serving KVC does not have adequate time to serve our needs. We are at high risk for being non-compliant. Additionally, KVC shares an Instructional Coach with the 4 alternative schools. The Instructional Coach plays a key role in coaching teachers on critical teaching and learning components to meet our building School Improvement Plan goals. We have unique challenges serving high-need K-12 students with high student turnover requiring skilled instructors. Currently, the Instructional coach serving KVC does not have adequate time to support our teachers' needs as well as the other assigned alternative school sites.	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.)	Minimum 6 teachers	6 teachers and 1 principal outlined in Memorandum of Understanding with KVC.	

<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>E. How many classified instructional support staff are currently employed and how many are needed at this building?</p>																			
	<p>Our staff needs time together at the beginning of the year to support our School Improvement Plan (SIP). Currently, we use PLC time for student data and some job embedded professional learning. We need to capture additional time during the school day to meet our SIP goals. We also need a minimum of 2 Wednesday afternoons a month at the building level in addition to district level professional learning.</p>	<p>Additional staff development is needed to meet our building School Improvement Plan goal of building student agency with culturally relevant teaching. We will engage in Universal Design of Learning (UDL) book study and continue to work on application. Also, I anticipate 3-4 teachers turning over this year.</p>	<p>Staff development requests need to be aligned to your SIP, MTSS, District Strategic Plan, and KESA - support for strong core instruction.</p>																
	<p>75 minutes above 225 during the school day</p>	<p>We also look at student data during building professional learning aligned to our School Improvement Plan work.</p>																	
	<p>0.5 classified currently support KVC Academy. No additional classified support needed at this time.</p>	<p>O.5 should be enough. I will continue to work on training and supporting our registrar.</p>																	
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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? D. What types of communication exists with parents and community? Is it adequate?	NA	We work with KVC therapists and leadership		
	NA	Teachers meet weekly with therapists. Principal meets frequently with KVC leadership.		
Section 6: HIGH SCHOOL NEEDS (9-12/Alternative Buildings)				
	Data Points		Rationale/Notes	
A. What is the current graduation rate?	NA	Temporary setting. Students could graduate while in attendance at KVC Academy, however that has not happened yet.		
B. What is the current dropout rate?	NA	Temporary setting. Students exit KVC Academy when they are discharged from KVC Prairie Ridge.		
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.)?	Building Leadership Team (BLT) involved in needs assessment.		Building Leadership Team is composed of all school staff including our Instructional Coach	
	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		Yes, Title II-A funds used for ESEA Conference attendance, professional learning books, and Buildig Leadership Team support.	
			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.	
			Refer to your site council and building leadership team, as well as Family Engagement Survey input.	





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