

SCHOOL NAME	NCOECC
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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?	99 on 9/20/21	Have added 20 additional students since	<i>Use 9/20/21 enrollment count; provide additional notes if there's been a change in your enrollment since the 9/20/21 count.</i>
B. How many students enrolled at this building meet the definition of at-risk? (Free Lunch)	91 of 99 on 9/20/21	Families who qualify for Head Start don't have to apply for Free/Reduced Lunch	<i>Per state at-risk funding guidelines, use the number of students eligible for 'free lunch' in your building per 9/20/21 enrollment count.</i>
C. What is the pupil-teacher ratio?	1:10	Head Start limits part day classes to 17 students and requires 2 adults at all times	<i>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.</i>
D. What is the pupil-teacher ratio necessary to meet the needs of students and the School Improvement Plan goals of this building?	1:10		<i>Please use the district guidelines above. There will be another space for you to list any additional staffing requests.</i>
E. How many students have an IEP, including Gifted?	18 on 9/20/21, 37 as of 3/21/22		
F. How many students are severely handicapped? (SAILS 1)	n/a		<i>Provide the name of the specialized program(s) you have at your building, as well as any additional notes you relative to budget planning.</i>
G. How many students are English Language Learners?	46 as of 3/21/22		
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.)	n/a		<i>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>
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.)	n/a		<i>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>
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.)	n/a		
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.)	n/a		<i>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.</i>

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?	none	Currently have 3 SPED paraeducators, down from 6. Need those 3 allocations returned to us in order to meet the needs of our students. Principal, IC, Counselor, Social Worker, SLPs, and other building support staff have a complex schedule of support times to attempt to replicate what was lost. https://docs.google.com/spreadsheets/d/10MnXnXg-HkWLQOGgTCmAoLZ3CM1GP4PSOtS3ZUlaOQ/edit?usp=sharing	<i>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.</i>
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.)	none	Currently have 1 gen ed teacher on provisional license, will complete her Unified program in May and be fully certified. All other teachers hold the necessary licenses for their positions.	
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?	1) CD, 2) Curriculum/Frog Street	Need continued Conscious Discipline training/coaching to meet SEL & trauma informed goals; need more building time for PLCs, student centered coaching and embedded curriculum adoption training with upcoming new EC curriculum resources.	
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?	85 minutes beyond the 245 contracted	Wed = 450 minutes; 245 planning, 25 staff meeting/SIT meeting alternating, 60 minutes building book study, and 120 weekly professional development. PLC comes out of planning.	
E. How many classified instructional support staff are currently employed and how many are needed at this building?		Currently have 3 SPED paraeducators, down from 6. Need those 3 allocations returned to us in order to meet the needs of our students. Principal, IC, Counselor, Social Worker, SLPs, and other building support staff have a complex schedule of support times to attempt to replicate what was lost. https://docs.google.com/spreadsheets/d/10MnXnXg-HkWLQOGgTCmAoLZ3CM1GP4PSOtS3ZUlaOQ/edit?usp=sharing	
	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
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		
H. Is staff properly trained to incorporate technology into the classroom?	X		
I. Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.?		X	Shared counselor, social worker and IC, Nurse frequently pulled to sub at other locations (3/4 student attendance days).
J. Are principals and other key staff trained to provide instructional leadership to teachers?	X		

Section 3: CURRICULUM NEEDS

	List Activities/Items	Rationale/Notes
A. What extended learning opportunities are provided?	none	
B. What technology is needed to support the curriculum?	n/a	

	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
C. Is the curriculum aligned with state standards?	X		Frog Street will provide us both state standard alignment AND a consistent scope/sequence across the district
D. Are there appropriate and adequate instructional materials?	X		
E. Is current technology appropriate?	X		
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	2 of 5 classrooms are too small to serve full class size, 3 of 5 classrooms don't have doors or full height walls. 1 room's bathroom is outside of the classroom and takes the classroom out of "student/adult" ratio during bathroom breaks.
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	X		New windows, walls and doors for classrooms, space for pull out therapy/small groups/intervention
Section 5: PARENTAL NEEDS			
	List Activities	Rationale/Notes	
A. What parental involvement opportunities do you currently offer?	Quarterly Family Fun Nights	As required by Head Start, also Policy Council opportunities monthly and EPIC parent education group	
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?			
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?	EPIC Parent Group SMORE newsletters, Talking Points, BrightArrow	Adequate opportunities but not all parents reached (they don't take advantage)	
D. What types of communication exists with parents and community? Is it adequate?			
Section 6: HIGH SCHOOL NEEDS (9-12/Alternative Buildings)			
	Data Points	Rationale/Notes	
A. What is the current graduation rate?			
B. What is the current dropout rate?			
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	ECOSE, EC Gen, Related Service Provider, SEL staff, Admin	
	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		Title II funds are being used to support Building Leadership Team work.
			<p>Refer to your site council and building leadership team, as well as Family Engagement Survey input.</p> <p>Guidance Notes</p> <p>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.</p>

