

2022-2023 School Year Building Needs Assessment for 2023-2024 Building Considerations

District: _____	Bldg #	Grades Served:
School: Early Childhood Center	0628	PK(w)/IEP, PK, PKAR (3 YO) PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs	Notes
a. Student Headcount	335 students End of the 2022-2023 School Year for Early Childhood Center Only
b. Percentage of students with an active IEP	205 students 61% End of the 2022-2023 School Year for Early Childhood Center Only
c. Percentage of students enrolled in English Language Learner (ELL) services	End of the 2022-2023 School Year for Early Childhood Center Only
d. Percentage of students identified as At-Risk (Free lunch)?	56.00%
e. Pupil-Teacher Ratio Average	23.9 students per classroom teacher At the end of the 2022-2023 School Year, Early Childhood Center had 14 classroom teachers with a ratio of 23.9 students per classroom teacher. For the AM session, the ratio is 12.2 students per classroom teacher. For the PM session, the ratio is 11.7 students per classroom teacher.
f. Pupil-Teacher Ratio Median	24 students per classroom teacher At the end of the 2022-2023 School Year, Early Childhood Center had 14 teachers, each teacher teaches 2 sessions. The median is 24 students per classroom teacher. However, the median per session is 12 students per classroom teacher.
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	YES There are some challenges getting information regarding Individual Education Plans or delays in receiving information. There have also been challenges providing information to receiving schools if a child is moved to another district.
h. Are there gaps in student success among race/ethnicity student subgroups?	NO When reviewing data regarding success rate, including Individual Growth and Development Indicators of Early Literacy, attendance, progress report, and students receiving Special Education services, no gaps are present.
i. Is there a tiered system of support to target reading growth?	YES Implementation of Structured Teaching components building wide not only meet the developmental needs of students receiving special education services, but provide tiered support for general education students.
j. Is there a tiered system of support to target math growth?	YES Implementation of Structured Teaching components building wide not only meet the developmental needs of students receiving special education services, but provide tiered support for general education students.
k. Are there local assessments to measure reading growth?	YES Early Childhood assesses Individual Growth and Development Indicators of Early Literacy, 3 times a year for students that will be entering Kindergarten the following year.
l. Are there local assessments to measure math growth?	YES Early Childhood assesses Individual Growth and Development Indicators of Early Literacy, 3 times a year for students that will be entering Kindergarten the following year.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	NO
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	NA State Assessments are not administered for Early Childhood Students.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	NA State Assessments are not administered for Early Childhood Students.
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	Progress Reports, Standards Based Grading. Early Childhood focuses on teaching of strategies and individualizing approaches for students.
b. What are the targets/goals related to social/emotional growth?	Early Childhood focuses on the skills of identifying emotions, following routines, following multi-step directions, appropriate communication and social skills to interact effectively, sustaining attention to task, and behaviors that impede learning.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	NA
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	NA
e. How are successes of Individual Plans of Study being measured?	NA
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA
g. How are you ensuring students are civically engaged?	Early Childhood focuses on community within the classroom, providing students with purposeful jobs, teaching rules and procedures, and focus on developmentally appropriate discussions about community (community helpers, where we live, etc.) Through our Early Literacy Curriculum, a unit supports the introduction of community workers. Additional outreach to the community is needed.
SECTION 3: Curriculum Needs	Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	YES Summer School is available for Early Childhood students.
b. Are there appropriate and adequate instructional materials?	YES Early Childhood is provided with curriculum for Early Literacy, Numeracy, and Social Emotional Learning. Supplemental is still needed to meet the needs of our younger students, specifically with numeracy and literacy. A Professional Development Plan has been developed at the building level to support the implementation of curriculum for the varying level of teacher need.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	YES The Early Childhood Center currently has updated smartTVs in each classroom. Additional technology, such as iPad or light up sensory table is available for each classroom.
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)	Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	NA
c. Is every child in your school provided at least the following capacities?	NA
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	NA
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	NA
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	NA
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	NA
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	NA
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.	NA
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.	NA
SECTION 5: Staff Needs	Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	YES At the end of the 2022-2023 School Year, one position remained open for Early Childhood Special Education
b. How many classified support staff are currently employed?	44 This includes lunch Paraprofessionals, Teacher Aides, Office Staff, and Food Service, and Library Clerk
c. How many classified support staff are needed?	44 At the end of the 2022-2023 School Year, Early Childhood Center was appropriately staffed to provide adequate support to students and meet building needs
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	YES The Early Childhood Center has a part-time library clerk in place of a librarian.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	New teacher trainings throughout the year, classified staff involvement and collaboration opportunities. Specific staff development for individual teacher needs (more opportunity for PD, online/asynchronous opportunities specific to our individual professions: teachers, OT, PT, SLP, paraprofessionals, school psych, social work).
SECTION 6: Facility Needs	Notes
a. Is there adequate space for student learning?	No Classrooms are adjoined by a shared bathroom and causes increased noise level; There is not adequate space to provide Direct Instruction for students or space for students to receive itinerate services. We do not have an indoor space for Gross Motor when there is inclement weather.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes Related services need dedicated space to work with students (office space/classroom/work area). Flat surface play area (no rubber or mulch). Updates to furniture and consistent furniture provided across each classroom. Handicap accessible doors are needed. ADA compliant swings on the playground are also needed.
c. Are additional School Buses needed or any additional Routes needed?	YES Due to the number of students receiving transportation, many of our students are on busses for an extended period of time.
SECTION 7: Family Needs/Community Relations	Notes
a. Do you have regular events to engage parents with teachers?	Yes Parent-Teacher Conferences, Twice yearly family events, Home Visits, Open House, Parent Information Nights, Parents invited to join for meals, field trips, Freedom Walk, and Water Day
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Yes Triple PPP, Early Block Grant, and Parents as Teachers
c. Do you have an active Site Council?	Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No
e. What types of communication exists with families? Is it adequate?	Communication App, Building Monthly Newsletters, Facebook Page, Emergency Alert System
f. What types of communication/social media exists with your community? Is it adequate?	Yes District Webpage, Early Childhood Webpage, Facebook
SECTION 8: School Data	Notes
a. Building Attendance Rate	90.1%

This is template only and may be edited as USDs board of education sees fit. USD may use a needs assessment they have already been using, but should make sure the light green/blue cells are included (per K.S.A. 72-1163). The light pink/red cells are highly suggested to be included, but are not required by statute.

A needs assessment for each attendance center within the USD needs to be completed by the USD leadership and board of education and posted on the USDs website; a copy should also be available at the USDs administrative offices.

Light yellow cells are intended to be filled in.

Use steps below to copy this tab in order to create a separate needs assessment for other buildings (screenshots to right):

1. Right click this tab at the bottom of the Excel window (originally named "Bldg 1 Needs Assessment", but may have been renamed).
2. Click "Move or Copy..."
3. Check "Create a Copy" box.
4. Select this tab (originally named "Bldg 1 Needs Assessment", but may have been renamed) in order to place the copy to the left of this tab.
5. Click OK and the new tab will appear, ready to edit.
6. Right-click the new tab & Click "Rename" to edit the name.

Sec. 8. On and after July 1, 2021, K.S.A. 72-1163 is hereby amended to read as follows: 72-1163. (a) Each year the board of education of a school district shall conduct an assessment of the educational needs of each attendance center in the district. Information obtained from such needs-assessment shall be used by the board when preparing the budget of the school district to ensure improvement in student academic performance. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to K.S.A. 79-2926, and amendments thereto.

b. Building Chronic Absenteeism Rate	41.0%	
c. District Chronic Absenteeism Rate	27.8%	
d. District Graduation Rate	82.3%	
e. District Dropout Rate	2.0%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate?	NA	
b. What is our building dropout rate?	NA	
c. What is our average comprehensive ACT score?	NA	
SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Absence rate, teacher shortage, and adequate space to provide students itenerate services, adequate space to provide services for	
1. Can these be achieved with additional resources?	YES	Teacher shortage will require recruitment from all levels of the district, consideration of a new Early Childhood Center would address the additional barriers.
2. Why or why not?	Increasing communication with parents regarding attendance, increasing parent engagement will help decrease chronic absences;	Attendance plan is in place to decrease the number of absences at Early Childhood Center
b. Additional building unique items:		