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1	2024-2025 School Year Building Needs Assessment for 2025-2026 Budget Considerations			
2	District:	USD 475	Bldg #	Grades Served:
3	School:	Early Childhood Center	0628	PK(w/IEP, PK, PKAR (3 YO) PKAR (4 YO)
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5	Please consider the following questions as you complete the needs assessment for your building.			
6	SECTION 1: Student Needs			Notes
7	a.	Student Headcount	355 students	Number of students enrolled at ECC for the 2024-25 School Year
8	b.	Percentage of students with an active IEP	191 students 53%	Number of students enrolled at ECC for the 2024-25 School Year
9	c.	Percentage of students enrolled in English Language Learner (ELL) services	48 students	Number of students enrolled at ECC for the 2024-25 School Year
10	d.	Percentage of students identified as At-Risk (Free lunch)?	60.00%	Number of students enrolled at ECC for the 2024-25 School Year
11	e.	Pupil-Teacher Ratio Average	24students per classroom teacher	At the end of the 2024-2025 School Year, Early Childhood Center had 15 classroom teachers with a ratio of 23students per classroom teacher. Each teacher has two sessions, reducing the student to teacher ratio per session to roughly 12:1.
12	f.	Pupil-Teacher Ratio Median	24 students per classroom teacher	At the end of the 2023-2024 School Year, Early Childhood Center had 15 classroom teachers with a median ratio of 24 students per classroom teacher. Each teacher has two sessions, reducing the median student to teacher ratio per session to 12.1.
13	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.
14	h.	Are there gaps in student success among race/ethnicity student subgroups?		Yes Based off of our FastBridge Screening data, there are some performance gaps among several sub groups.
15	i.	Is there a tiered system of support to target reading growth?		YES Implementation of Struted Teaching components building wide not only meet the developmental needs of students receiving special education services, but provide tiered support for general education students. In addition, there is an implementation of small group instruction to focus on individual needs of students and instruction is based on individual student data
16	j.	Is there a tiered system of support to target math growth?		YES Implementation of Struted Teaching components building wide not only meet the developmental needs of students receiving special education services, but provide tiered support for general education students. In addition, there is an implementation of small group instruction to focus on individual needs of students and instruction is based on individual student data

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17		k. Are there local assessments to measure reading growth?	YES	Early Childhood assesses FastBridge Early Readinga, 3 times a year for students that will be entering Kindergarten the following year
18		l. Are there local assessments to measure math growth?	YES	Early Childhood assesses FastBridge Early Math 3 times a year for students that will be entering Kindergarten the following year
19		m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	NO	
20		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
21		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
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23	SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)			Notes
24		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. The progress is measured through Kansas Early Learning Standards quarterly
25		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. Our goal is by the end of the 4th quarter, All Social Emotional Learning standards have an average of 2.0 or higher for 3-year-old 3.0 or higher for 4-year-olds.	These are supported through Second Step Curriculum, and Early Childhood teachers also supplement with Feeling Buddies and use a Consious Discipline approach. For SY 23-24, 3 yr olds are meeting the goal set in the first three quarters of the year and 4 yr olds are near meeting their goal.
26		c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		NA
27		d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		NA
28		e. How are successes of Individual Plans of Study being measured?		NA
29		f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		NA
30		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.) We support the attendance goal by assisting students and their families with consistent attendance.	Through our Early Literacy Curriculum, a unit supports the introduction of community workers. Additional outreach to the community is needed. We have community helpers visit (firefighters, dental screenings, Freedom Walk visitors). Ideas for future are health visitors (doctors, parents in health field, nurses), other community helpers (police, first responders, etc)
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32	SECTION 3: Curriculum Needs			Notes
33		a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	YES	General Education Summer School is available for Early Childhood students enrolling in Kindergarten for the coming school year with ESY being an option for students with qualifying needs as noted in their IEP.

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34		b. Are there appropriate and adequate instructional materials?	YES	Early Childhood is provided with curriculum for Early Literacy, Numeracy, and Social Emotional Learning. An education library has been put into place to provide supports for small group instruction and hands-on opportunities for students.
35		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 and there are 8 document cameras that can be checked out from the building resource library. . Additional technology, such as Ipad or light up sensory table is available for each classroom.
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37	SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)			Notes
38		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	
39		c. Is every child in your school provided at least the following capacities?	NA	
40		1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	NA	
41		2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	NA	
42		3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	NA	
43		4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	NA	
44		5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	NA	
45		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	
46		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	
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48	SECTION 5: Staff Needs			Notes
49		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	While we anticipate being able to fill all positions, we are having to consider and hire candidates with alternative licensure (i.e. Long term subs, restricted/apprentice license, etc.)
50		b. How many classified support staff are currently employed?	44	This includes lunch Paraprofessionals, Teacher Aides, Office Staff, and Food Service, and Library Clerk
51		c. How many classified support staff are needed?	44	At the end of the 2024-2025 School Year, Early Childhood Center was appropriately staffed to provide adequate support to students and meet building needs

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52		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. We have a licensed social worker on our staff to meet the social/emotional needs of our special education students. Social and emotional needs are something we see as a growing concern among our increasing population of general education students. A dedicated counselor would help us address this concern with these students.
53		e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?		Yes The EC principal and coach have extensive experience in providing professional development and support in programming to teachers and are active in their own professional development and growth.
54		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, and continued and consistent professional development regarding foundational practices (PBIS, Love & Logic, etc.)	We are planning for multiple differentiated PD opportunities to meet the specific staff development needs for individual teachers. We have also scheduled program-wide professional development four times throughout the coming year to insure collaboration and consistency amongst the entire program. Capacity is being built within the staff to facilitate and lead various professional development opportunities.
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56	SECTION 6: Facility Needs			Notes
57		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.
58		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. Repairs to playground equipment need to be made. The door leading to the playground has not worked since November. The big playground gate needs to be repaired. Toilets are constantly overflowing or broken, leading teachers to move furniture to avoid toilet water seeping into it.
59		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.
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61	SECTION 7: Family Needs/Community Relations			Notes
62		a. Do you have regular events to engage parents with teachers?		Yes Parent-Teacher Conferences, Twice yearly family events, Welcome Visits, Open House, Parent Information Nights, Parents invited to join for meals, field trips, Freedom Walk, and Water Day
63		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 Early Block Grant, Parents as Teachers, Love and Logic
64		c. Do you have an active Site Council?		Yes
65		d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?		No

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66	e.	What types of communication exists with families? Is it adequate?	Yes	Parent Square. Building Monthly Newsletters, Facebook Page, Emergency Alert System
67	f.	What types of communication/social media exists with your community? Is it adequate?	Yes	District Webpage, Parent Square, Early Childhood Webpage, Facebook
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69	SECTION 8: School Data			Notes
70	a.	Building Attendance Rate	90.4%	
71	b.	Building Chronic Absenteeism Rate	41.0%	
72	c.	District Chronic Absenteeism Rate	21.0%	
73	d.	District Graduation Rate	84.5%	
74	e.	District Dropout Rate	1.2%	
75	SECTION 8A: High School Needs (buildings with grades 10 through 12 only)			Notes
76	a.	What is our building graduation rate	NA	
77	b.	What is our building dropout rate?	NA	
78	c.	What is our average comprehensive ACT score?	NA	
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80	SECTION 9: Other Data			Notes
81	a.	Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Chronic Absenteeism, inadequate space to provide students itenerate services, inadequate space to provide staff meetings and PD.	Inadequate meeting space for trainings, IEPs and group activities. Challenges with maintining building due to age of the facilities.
82		1. Can these be achieved with additional resources?	YES	
83		2. Why or why not?	Increased communication with parents regarding attendance expectations, increased parent engagement to include parent support and education will help decrease chronic absences. The new building will solve our facility issues. The new building set to open in Fall or 2026 will resolve our facility issues.	Attendance plan is in place to decrease the number of absences at Early Childhood Center. Current plans in place for new building.