	A	B	C	D
1	**2025-2026 School Year Building Needs Assessement for 2026-2027 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	341 students	Number of students enrolled at ECC for the 2025-26 School Year
8	b.	Percentage of students with an active IEP	189 students 55%	Number of students enrolled at ECC for the 2025-26 School Year
9	c.	Percentage of students enrolled in English Language Learner (ELL) services	60 students	Number of students enrolled at ECC for the 2025-26 School Year
10	d.	Percentage of students identified as At-Risk (Free lunch)?	(171) 50.3%	Number of students enrolled at ECC for the 2025-26 School Year
11	e.	Pupil-Teacher Ratio Average	24students per classroom teacher	At the end of the 2025-26 School Year, Early Childhood Center had 15 classroom teachers with a man ratio of 20 students per certified classroom teacher. Each teacher has two sessions, reducing the mean student to certified teacher ratio per session to 10.
12	f.	Pupil-Teacher Ratio Median	24 students per classroom teacher	At the end of the 2025-26 School Year, Early Childhood Center had 15 classroom teachers with a median ratio of 20 students per certified classroom teacher. Each teacher has two sessions, reducing the median student to certified teacher ratio per session to 10.
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 recieving information. There have also been challenges providing information to recieveing 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. Both black and hispanic students were disproportionately represented in Tier 3 for early math and early reading scores.
15	i.	Is there a tiered system of support to target reading growth?	YES	Implementation of Strutured 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 addtion, 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 Strutured 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 addtion, 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 Reading, 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 mulit-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 25-26, 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. We have added a "Community Helper Day" event to our yearly calendar where we invite a variety of community members in to share about their jobs and their responsibilities to the community.
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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	The district's 5 to Thrive program 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 eductaion library has been put into place to provide supports for small group instruction and hands-on opportunities for students. Building funds for the new ECC have also helped us to provide consistency in instructional materials among classrooms.
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?	No	We have maintained difficulty in finding enough classified staff to meet our needs. We had five vacancies in second semester that we were unable to fill due to lack of qualified/reliable cadndidates. We
50	b.	How many classified support staff are currently employed?	40	This includes Paraprofessionals, Instructional Assistants, Office Staff, Food Serivce, and Library Clerk.
51	c.	How many classified support staff are needed?	44	4 additional paras would allow us to better meet higher demanding needs in the ECSE setting.

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52	d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	The Early Childhood Center has a part-time library clerk in place of a librarian. With the size increase of the new building we will need a full-time library clerk, at least, to be able to meet our building and student needs. We have a licensed social worker on our staff to meet the social/emotional needs of our special education students, but we do not have anyone in this role for our typically developing students. Social and emotional needs are something 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. We have gained an assistant principal with the move to the new building but no longer have an instructional coach in house. This could impact our ability to help teachers and provide professional development and coaching services.
53	e.	Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	The EC principals have extensive experience in providing professional development and support in programming to teachers and are active in their own professional development and growth. Teachers are beginning to recognize themselves as experts in their field and are beginning to take on facilitation of PD and PLCs.
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 mulitple 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?	Yes	The new building will adequately meet our space and building needs.
58	b.	Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	At this time there are no repairs as this is a new construction. However a system is being put in place to monitor repairs and report damages for warranty purposes.
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**

	A	B	C	D
62	a.	Do you have regular events to engage parents with teachers?	Yes	Parent-Teacher Conferences, Welcome Visits, Open House, Parent Information Nights, ECC Pumpkin Patch, Family Game Night, Community Helper Day, 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. Our social worker is develping parent-programming each quarter to provide parent outreach and educatoin on a more regular basis
64	c.	Do you have an active Site Council?	Yes	It is difficult to maintain membership, but we are able to meet once a quarter.
65	d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No	
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
68				
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	
79				
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, tier 2 resources	
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.	Attendance plan is in place to decrease the number of absences at Early Childhood Center. Current plans in place for new building.