SCHOOL NAME	Bridges

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?	14		*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)	14		*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?	4:1		*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?	2:1	Due to the aggressive nature of student disabilities and frequency of dysregulation	*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?	ALL		
F. How many students are severly handicapped? *(SAILS 1)*	0		*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?	0		
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.)*	https://ksreportcard.ksde. org/assessment_results. aspx? org_no=D0500&bldg_no=840 6&rptType=1		*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.)*	https://ksreportcard.ksde. org/assessment_results. aspx? org_no=D0500&bldg_no=840 6&rptType=1		*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.)*		Goals are set individually based on student IEPs	
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.)*	https://ksreportcard.ksde. org/assessment_results. aspx? org_no=D0500&bldg_no=840 6&rptType=1	No subgroups identified based on numbers	*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?	4	Based on needs and services identified in IEPs of the student population, the additional 4 staff members are necessary to provide a safe learning environment, meet student IEP service minutes, and meet the minimum requirements of the negotiated agreement for lunches and plan times for the week	*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.)*	4	All 4 would need to be special education teachers	
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?		Literacy development, CPI/Restraint, elementary math instruction, Behavior Intrvention	*Staff development requests need to be aligned to your SIP, MTSS, District Strategic Plan, and KESA - support for strong core instruction.*
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?	0	Since staff changes this past Sept. 2nd, no certified staff member has had plan time due to coverage requirements	
E. How many classified instructional support staff are currently employed and how many are needed at this building?	1 employeed, 5 needed	Currently we have 1 agency para, but 5 paras are needed to provide supports and services as outlined in individual student IEPs.	

	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	We currently have 2 long term substitutes filling special education teacher positions	
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			
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	all instruction occurs within the school day	

B. What technology is needed to support the curriculum?	none		we currently have the needed technology
	Yes	**No**	**Rationale/Notes** *(If no, please provide detailed notes regarding identified needs.).*
C. Is the curriculum aligned with state standards?	X		
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		
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	X		The building requires extensive developments and modifications to properly and safely address the behavioral needs of students.

Section 5: PARENTAL NEEDS

	List Activities	**Rationale/Notes**
A. What parental involvement opportunities do you currently offer?	Individually Designed	Each parent is partnered with to provide communication and engagement to best meet their needs and their childs needs through the IEP, daily/weekly communication, and additional services through the school counselor and special education social worker
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?		responsive to communication
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?		none identifed by parents at this time
D. What types of communication exists with parents and community? Is it adequate?		extensive texts, emails, and phone calls on a daily/weekly basis with all parents

Section 6: HIGH SCHOOL NEEDS (9-12/Alternative Buildings)

	Data Points	**Rationale/Notes**
A. What is the current graduation rate?	75%	skewed by low numbers
B. What is the current dropout rate?	15%	skewed by low numbers

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.)?	9	including teachers, school counselor, social worker, principal, community members, and parents	*Refer to your site council and building leadership team, as well as Family Engagement Survey input.*
	Yes	**No**	**Rationale/Notes** *(If no, please provide detailed notes regarding identified needs.)*	*Guidance Notes*
B. Are Title II-A and Title V funds used to address the identified needs?	X			*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.*