

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations			
<b>District:</b>	<b>Baldwin USD 348</b>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b>	<b>Baldwin Elementary School Primary Center</b>	<b>4150</b>	K-2,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)
<b>Please consider the following questions as you complete the needs assessment for your building.</b>			
<b>SECTION 1: Student Needs</b>			<b>Notes</b>
a.	Student Headcount	358	
b.	Percentage of students with an active IEP	25.00%	
c.	Percentage of students enrolled in English Language Learner (ELL) services	0.01%	
d.	Percentage of students identified as At-Risk (Free lunch)?	0.15%	
e.	Pupil-Teacher Ratio Average	18	
f.	Pupil-Teacher Ratio Median	17	
g.	Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h.	Are there gaps in student success among race/ethnicity student subgroups?	No	
i.	Is there a tiered system of support to target reading growth?	Yes	
j.	Is there a tiered system of support to target math growth?	Yes	
k.	Are there local assessments to measure reading growth?	Yes	
l.	Are there local assessments to measure math growth?	Yes	
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>			<b>Notes</b>
a.	How is social/emotional growth being measured?	SAEBRS/FastBridge	
b.	What are the targets/goals related to social/emotional growth?	80% of students would be at benchmark	
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Turning the age of 5 by August 31st	ASQ to learn readiness but all students that are 5 by the August 31st are eligible for Kindergarten. Fastbridge assessments are given within the first month of school to determine academic level and instructional needs.
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	ASQ scores would indicate that Kindergarteners are at low academic risk for all areas	
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?	Studies Weekly with current curriculum	School projects are related to students becoming civically engaged
<b>SECTION 3: Curriculum Needs</b>			<b>Notes</b>

a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	ESY, Parents as Teachers, Extended Learning Teacher	
b.	Are there appropriate and adequate instructional materials?	Yes	
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>			<b>Notes</b>
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)		
c.	Is every child in your school provided at least the following capacities?	Yes	Primary Center lays the foundation skills for each of these 7 areas
	1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
	3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	
	4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
	5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
	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.	No	Primary lays the foundation skills for this area
	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.	No	Primary lays the foundation skills for this area
<b>SECTION 5: Staff Needs</b>			<b>Notes</b>
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	
b.	How many classified support staff are currently employed?	33	
c.	How many classified support staff are needed?	1	Secretary
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
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?	Ongoing structured literacy training specifically with tier 2 and tier 3, Math tier training (additional MTSS training), Ongoing training in trauma responsive instruction, training for staff on utilizing data to meet students where they are even when not on grade level.	
<b>SECTION 6: Facility Needs</b>			<b>Notes</b>
a.	Is there adequate space for student learning?	No	6th pod
b.	Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	6th pod

c.	Are additional School Buses needed or any additional Routes needed?	Yes	In town busing
<b>SECTION 7: Family Needs/Community Relations</b>			<b>Notes</b>
a.	Do you have regular events to engage parents with teachers?	Yes	
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?	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?	Yes	
e.	What types of communication exists with families? Is it adequate?	USD #348 App, Newsletters, Social Media, Emails, webpage, Thrillshare	
f.	What types of communication/social media exists with your community? Is it adequate?	Local newspaper, USD #348 App, Social Media , District Web Page	
<b>SECTION 8: School Data</b>			<b>Notes</b>
a.	Building Attendance Rate	92.15%	
b.	Building Chronic Absenteeism Rate	0.20%	
c.	District Chronic Absenteeism Rate	28.00%	
d.	District Graduation Rate	89.3%%	
e.	District Dropout Rate	1.6%%	
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>			<b>Notes</b>
	a. What is our building graduation rate		
	b. What is our building dropout rate?		
	c. What is our average comprehensive ACT score?		
<b>SECTION 9: Other Data</b>			<b>Notes</b>
a.	Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Absenteeism, beginning about 1 year developmentally behind, behavioral needs, family to school relationships	
	1. Can these be achieved with additional resources?	Yes	
	2. Why or why not?	Truancy support starting at the pre-k level to establish good attendance habits. Parental resources more readily available prior to pre-k.	
b.	Additional building unique items:		

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations			
<b>District:</b>	<b>Baldwin USD 348</b>	<b>Bldg # 4151</b>	<b>Grades Served:</b>
<b>School:</b>	<b>Baldwin Elementary School Intermediate Center</b>	<b>4151</b>	<b>3-5</b>
<b>Please consider the following questions as you complete the needs assessment for your building.</b>			
<b>SECTION 1: Student Needs</b>			<b>Notes</b>
a.	Student Headcount	269	
b.	Percentage of students with an active IEP	19.30%	
c.	Percentage of students enrolled in English Language Learner (ELL) services	0.30%	
d.	Percentage of students identified as At-Risk (Free lunch)?	11.90%	
e.	Pupil-Teacher Ratio Average	22	
f.	Pupil-Teacher Ratio Median	22.5	
g.	Are the needs of Foster Care Students being met? If no, what supports are needed?	yes	
h.	Are there gaps in student success among race/ethnicity student subgroups?	no	sub group data not reported because of group size
i.	Is there a tiered system of support to target reading growth?	yes	
j.	Is there a tiered system of support to target math growth?	yes	
k.	Are there local assessments to measure reading growth?	yes	
l.	Are there local assessments to measure math growth?	yes	
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	yes	
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	small group instruction, tiered support, title I services, student success teacher	
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>			<b>Notes</b>
a.	How is social/emotional growth being measured?	FastBridge SAEBRS/mySAEBRS	
b.	What are the targets/goals related to social/emotional growth?	these are still being developed	
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?	Student council, community projects, volunteer opportunities	
<b>SECTION 3: Curriculum Needs</b>			<b>Notes</b>
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	tutoring, extended school year (summer school)	
b.	Are there appropriate and adequate instructional materials?	yes	

c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>			<b>Notes</b>
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?	yes	
	1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	yes	
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	yes	
	3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	yes	
	4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	yes	
	5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	yes	
	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.	no	Provide foundational skills for this capacity
	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.	no	Provide foundational skills for this capacity
<b>SECTION 5: Staff Needs</b>			<b>Notes</b>
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	
b.	How many classified support staff are currently employed?	9	
c.	How many classified support staff are needed?	11	
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	no	need exists for additional mental health support, title I support, behavior support
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?	continued PD in structured literacy, small group instruction, diagnosing and remediating skill deficits, aligning instruction to student needs.	
<b>SECTION 6: Facility Needs</b>			<b>Notes</b>
a.	Is there adequate space for student learning?	No	Classrooms are at or over designed capacity leaving little room for group learning or projects.
b.	Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	
c.	Are additional School Buses needed or any additional Routes needed?	NA	defer to transportation director
<b>SECTION 7: Family Needs/Community Relations</b>			<b>Notes</b>
a.	Do you have regular events to engage parents with teachers?	yes	

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?	reading, math, science nights, back to school night, parent/teacher conferences	
c.	Do you have an active Site Council?	yes	
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	yes	
e.	What types of communication exists with families? Is it adequate?	district communication system: app, live feed, messaging, notifications, email, social media	
f.	What types of communication/social media exists with your community? Is it adequate?	district communication system: app, live feed, messaging, notifications, email, social media	
<b>SECTION 8: School Data</b>			<b>Notes</b>
a.	Building Attendance Rate	92.20%	
b.	Building Chronic Absenteeism Rate	29.00%	includes COVID quarantines
c.	District Chronic Absenteeism Rate	28.00%	
d.	District Graduation Rate		
e.	District Dropout Rate		
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>			<b>Notes</b>
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	
<b>SECTION 9: Other Data</b>			<b>Notes</b>
a.	Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	student attendance, increase in behaviors that inhibit learning	
	1. Can these be achieved with additional resources?	Yes	
	2. Why or why not?	with additional support staff for behavior interventions and mental health.	
b.	Additional building unique items:		

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations			
<b>District:</b>	<b>Baldwin USD 348</b>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b>	<b>Baldwin Junior High School</b>	<b>4141</b>	<b>6-8</b>
<b>Please consider the following questions as you complete the needs assessment for your building.</b>			
<b>SECTION 1: Student Needs</b>			<b>Notes</b>
a.	Student Headcount	325	
b.	Percentage of students with an active IEP	13.00%	
c.	Percentage of students enrolled in English Language Learner (ELL) services	0.01%	
d.	Percentage of students identified as At-Risk (Free lunch)?	13.00%	
e.	Pupil-Teacher Ratio Average	0.6	
f.	Pupil-Teacher Ratio Median	17	
g.	Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h.	Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i.	Is there a tiered system of support to target reading growth?	Yes	
j.	Is there a tiered system of support to target math growth?	Yes	
k.	Are there local assessments to measure reading growth?	Yes	
l.	Are there local assessments to measure math growth?	Yes	
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	MTSS revisions and training for staff.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Teachers have reviewed data and will set new goals for success.
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>			<b>Notes</b>
a.	How is social/emotional growth being measured?	SAEBRS SEL survey	
b.	What are the targets/goals related to social/emotional growth?	Increased social skills and personal growth	
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		
e.	How are successes of Individual Plans of Study being measured?	Survey for parents and students at end of student led conference that shares the IPS portfolio.	
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		
g.	How are you ensuring students are civically engaged?	Civic engagement activities organized by classroom teachers.	
<b>SECTION 3: Curriculum Needs</b>			<b>Notes</b>
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	After school tutoring.	

b.	Are there appropriate and adequate instructional materials?	Yes	
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>			<b>Notes</b>
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)		
c.	Is every child in your school provided at least the following capacities?	Yes	
	1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
	3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	
	4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
	5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
	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.	Yes	
	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.	Yes	
<b>SECTION 5: Staff Needs</b>			<b>Notes</b>
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	
b.	How many classified support staff are currently employed?	10	
c.	How many classified support staff are needed?	12	More paras could be used.
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We do not have a licensed 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?	Further training in MTSS and SEL supports.	
<b>SECTION 6: Facility Needs</b>			<b>Notes</b>
a.	Is there adequate space for student learning?	Yes	
b.	Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	
c.	Are additional School Buses needed or any additional Routes needed?	No	
<b>SECTION 7: Family Needs/Community Relations</b>			<b>Notes</b>
a.	Do you have regular events to engage parents with teachers?	Yes	

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?	10	
c.	Do you have an active Site Council?	12	More paras could be used.
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No	We do not have a licensed librarian.
e.	What types of communication exists with families? Is it adequate?	Yes	
f.	What types of communication/social media exists with your community? Is it adequate?	Further training in MTSS and SEL supports.	
<b>SECTION 8: School Data</b>			<b>Notes</b>
a.	Building Attendance Rate	93.80%	
b.	Building Chronic Absenteeism Rate	19.00%	
c.	District Chronic Absenteeism Rate	28.00%	
d.	District Graduation Rate		
e.	District Dropout Rate		
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>			<b>Notes</b>
a.	What is our building graduation rate		
b.	What is our building dropout rate?		
c.	What is our average comprehensive ACT score?		
<b>SECTION 9: Other Data</b>			<b>Notes</b>
a.	Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	SEL - Managing student behaviors and helping students develop appropriate social skills to meet success.	
	1. Can these be achieved with additional resources?	Yes	
	2. Why or why not?	More support on this front will help, next year there will be another social worker on staff to help.	
b.	Additional building unique items:		

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations			
<b>District:</b>	<b>USD 348</b>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b>	<b>Baldwin High School</b>	<b>4142</b>	<b>9-12</b>
<b>Please consider the following questions as you complete the needs assessment for your building.</b>			
<b>SECTION 1: Student Needs</b>			<b>Notes</b>
a.	Student Headcount	397	
b.	Percentage of students with an active IEP	17.40%	
c.	Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d.	Percentage of students identified as At-Risk (Free lunch)?	13.10%	
e.	Pupil-Teacher Ratio Average	9.2:1	
f.	Pupil-Teacher Ratio Median	9:1	
g.	Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h.	Are there gaps in student success among race/ethnicity student subgroups?	No	
i.	Is there a tiered system of support to target reading growth?	No	TASN Training Fall 2022
j.	Is there a tiered system of support to target math growth?	No	TASN Training Fall 2022
k.	Are there local assessments to measure reading growth?	Yes	Fastbridge
l.	Are there local assessments to measure math growth?	Yes	Fastbridge
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Excel in CTE, Bridges
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No	
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>			<b>Notes</b>
a.	How is social/emotional growth being measured?	MySAEBRS	
b.	What are the targets/goals related to social/emotional growth?	Decrease # of students in high risk categories of MySAEBRS	
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A	
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A	
e.	How are successes of Individual Plans of Study being measured?	# of students with IPS, Graduation Rate, Success Rate, Effective Rate	
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Success rate and effective rate greater than 70%	
g.	How are you ensuring students are civically engaged?	<a href="https://docs.google.com/document/d/1noCuo6GE4HM9Yp8v-hNXz0vO-rd050TNhbs9cN1PQZE/edit">https://docs.google.com/document/d/1noCuo6GE4HM9Yp8v-hNXz0vO-rd050TNhbs9cN1PQZE/edit</a>	
<b>SECTION 3: Curriculum Needs</b>			<b>Notes</b>
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Use of TutorMe, summer school for credit recovery in the month of June	
b.	Are there appropriate and adequate instructional materials?	Yes	Use of online platform and support teachers on site

c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	1 to 1 Ipad, possible
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>			<b>Notes</b>
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)	Yes	
c.	Is every child in your school provided at least the following capacities?	Yes	
	1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
	3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	
	4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
	5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
	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.	Yes	
	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.	Yes	
<b>SECTION 5: Staff Needs</b>			<b>Notes</b>
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	
b.	How many classified support staff are currently employed?	24	
c.	How many classified support staff are needed?		
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
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?		
<b>SECTION 6: Facility Needs</b>			<b>Notes</b>
a.	Is there adequate space for student learning?	Yes	
b.	Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	
c.	Are additional School Buses needed or any additional Routes needed?	No	
<b>SECTION 7: Family Needs/Community Relations</b>			<b>Notes</b>
a.	Do you have regular events to engage parents with teachers?	Yes	parent teacher conferences, student led conferences, powerschool, site council, back to school night
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?	Parents have the ability to check Powerschool and sync with Canvas. Tech has instructional videos for parents to access for instructions.	
c.	Do you have an active Site Council?	Yes	need to post site council minutes on website for general population

d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Booster club
e.	What types of communication exists with families? Is it adequate?	Usage of communication method that is necessary	Apptegy, social media, emal, powerschool
f.	What types of communication/social media exists with your community? Is it adequate?	ALL and adequate	
<b>SECTION 8: School Data</b>			<b>Notes</b>
a.	Building Attendance Rate	97.2%	
b.	Building Chronic Absenteeism Rate	4.2%	
c.	District Chronic Absenteeism Rate	28.0%	
d.	District Graduation Rate	89.3%	
e.	District Dropout Rate	1.6%	
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>			<b>Notes</b>
a.	What is our building graduation rate	89.3%	
b.	What is our building dropout rate?	1.6%	
c.	What is our average comprehensive ACT score?	21.5	
<b>SECTION 9: Other Data</b>			<b>Notes</b>
a.	Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	SEL needs exceed the capacity of the social workers and counselors	
	1. Can these be achieved with additional resources?	Yes	
	2. Why or why not?		
b.	Additional building unique items:		