

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

District: Baldwin City USD 348	Bldg #	Grades Served:
School: Baldwin Elementary School Primary Center	4150	K-2, PK with IEP, PK, PK, At-Risk (3- & 4-Years Old)

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

SECTION 1: Student Needs		Notes
a. Student Headcount	346	
b. Percentage of students with an active IEP	32.00%	110 students
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	1 student
d. Percentage of students identified as At-Risk (Free lunch)?	23.70%	
e. Pupil-Teacher Ratio Average	19.6	
f. Pupil-Teacher Ratio Median	19.0	
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	Our student success teacher works with our tier 2/3 students in k-2 grades. Fully funding SPED services would allow for us to maintain the student success teacher position.
j. Is there a tiered system of support to target math growth?	Yes	Our student success teacher works with our tier 2/3 students in k-2 grades. Fully funding SPED services would allow for us to maintain the student success teacher position.
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?		
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?	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
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	ESY, Parents as Teachers, Extended Learning Teacher	Fully funding SPED at the state level would provide additional support staff for special education students: counselors, mental health support, family advocates
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	
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)		
c. Is every child in your school provided at least the following capacities?	Yes	Primary Center lays the foundation skills for each of
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	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.	Yes	Primary lays the foundation skills for this area
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?	No	Fully funding SPED at the state level would provide additional support staff for special education students: counselors, mental health support, family advocates
b. How many classified support staff are currently employed?	18	
c. How many classified support staff are needed?	24	Increase in Life Skill's students and the movement of one staff will require more classified staff in this area. Two other classified staff members will not be returning. Prek aide not returning and Kindergarten aide not returning.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Need a counselor for additional support needed in the SEL area. Fully funding SPED at the state level would provide additional support staff for special education students: counselors, mental health support, family advocates
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 SEL training specifically with tier 2 and tier 3 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.	Fully funding SPED at the state level would provide additional support staff for special education students: counselors, mental health support, family advocates This would help to support SEL tier 2 and tier 3.
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No	additional pod
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	additional pod (specific space provided for student services or crisis needs/additional classes for extension of prek (wait list # - 24 students)and possibly 2nd grade)
c. Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations		Notes
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. Communication is frequent to keep parents updated.	
f. What types of communication/social media exists with your community? Is it adequate?	Local newspaper, USD #348 App, Social Media, District Web Page	
SECTION 8: School Data		Notes
a. Building Attendance Rate	93.3%	
b. Building Chronic Absenteeism Rate	13.30%	
c. District Chronic Absenteeism Rate	18.44%	
d. District Graduation Rate	85.6%	
e. District Dropout Rate	2.2%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	n/a	
b. What is our building dropout rate?	n/a	
c. What is our average comprehensive ACT score?	n/a	
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?	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?	Tuancy 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:		

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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.

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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.

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

District: Baldwin City USD 348	Bldg #	Grades Served:
School: Baldwin Elementary School Intermediate Center	4151	3-5

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

SECTION 1: Student Needs		Notes
a. Student Headcount	275	
b. Percentage of students with an active IEP	23.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.3	
d. Percentage of students identified as At-Risk (Free lunch)?	21.00%	
e. Pupil-Teacher Ratio Average	22.9	
f. Pupil-Teacher Ratio Median	20.0	
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?	Yes	Yearly review of data, curriculum review process, reading/math screening 3x's/year, targeted interventions with progress monitoring. Fully funding SPED would allow district general fund to be used for full-time reading and math support personnel to include Title I teachers.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	
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?	SAEERS 3x's yearly	Administering mySAEBRS in the past provided quality, useable data to assist SEL providers in supporting students' social/emotional/mental health needs. Recent legislative changes to parent opt-in laws have made it more difficult to administer a survey like this and to obtain reliable data.
b. What are the targets/goals related to social/emotional growth?	80% of students at benchmark	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergartens)	NA	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergartens)	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 partnerships, Baker University internships, visits to local places of business, Kids Vote, Vintage Park reading partnerships	
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Choir, Garden Club, D&D club, Summer Day Camp, LAC art classes, BCRS sports/classes	
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	Students have 1:1 Ipad's
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?	No	
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	We do not provide explicit vocational training. Fully funding SPED would allow district general fund to be used to introduce vocational programming.
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	We do not provide explicit vocational training. Fully funding SPED would allow district general fund to be used to introduce vocational programming.
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?	No	Fully funding SPED at the state level would provide additional support staff for special education students: counselors, mental health support, family advocates
b. How many classified support staff are currently employed?	13	
c. How many classified support staff are needed?	17	4 additional paras
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Need an elementary counselor. Fully funding SPED at the state level would provide additional support staff for special education students: counselors, mental health support, family advocates. Fully funding SPED would allow district general fund to be used to make art a full-time position, provide a full time librarian, and bring back full time Title I reading and math support staff.
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?	Continuing with the planned MTSS implementation.	
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No	More classroom space needed for special education and to reduce class sizes in general ed. Space needed for individual therapy and crisis remediation.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	HVAC replacement (scheduled for May/June of 23), additional pick-up space in parking lots, resurfaced interior hallways and commons area, replacement student washing sinks.
c. Are additional School Buses needed or any additional Routes needed?	No	Busing is decided at the district level.
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Back to school night, conferences, family nights, PTO events, Site Council
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?	None	We are a no homework school and our students do not take 1:1 devices home
c. Do you have an active Site Council?	Yes	Site Council shared with our Primary Center
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: uses email, news feeds, push notifications, phone calls, SMS. We also have a live event calendar pinned to our Facebook page	
f. What types of communication/social media exists with your community? Is it adequate?	Active Facebook and Twitter accounts.	
SECTION 8: School Data		Notes
a. Building Attendance Rate	93.0%	
b. Building Chronic Absenteeism Rate	20.1%	Changes to attendance policy to take place in 23-24.
c. District Chronic Absenteeism Rate	18.4%	
d. District Graduation Rate	85.6%	
e. District Dropout Rate	2.2%	
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?	attendance/truancy, student apathy and motivation student dysregulation	
1. Can these be achieved with additional resources?	Yes	Additional mental health support. Losing the positions we have when ESSER funds expire will actually decrease the current level of support.
2. Why or why not?		
b. Additional building unique items:		

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

District: Baldwin City USD 348	Bldg #	Grades Served:
School: Baldwin Junior High School	4141	6-8

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

SECTION 1: Student Needs		Notes
a. Student Headcount	332	
b. Percentage of students with an active IEP	13.50%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	24.6	
e. Pupil-Teacher Ratio Average	14.0	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	N/A - none currently enrolled.
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	Our student success teacher works with our tier 2/3 students in 7/8th grades. 6th grade core teaching staff must next tiered students in their instructional classes to meet their needs. Fully funding SPED services would allow for us to maintain the student success teacher position.
j. Is there a tiered system of support to target math growth?	Yes	Our student success teacher works with our tier 2/3 students in 7/8th grades. 6th grade core teaching staff must next tiered students in their instructional classes to meet their needs. Fully funding SPED services would allow for us to maintain the student success teacher position.
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	Study Buddies, After School Tutoring, and various SEL groups during seminar.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	No	We don't do this at this point due to when scores are released. Once released, our academic leadership team meets to discuss supports for individual students as well as departments that may need help with instruction or curriculum implementation. Fully funding SPED could allow for a student success teacher to focus on this goal.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	To place students in to reading interventions class.
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?		SAEBRS to assess but there's measure to follow up with growth over time.
b. What are the targets/goals related to social/emotional growth?		Increase social opportunities to increase the skills in the students; we have implemented Medal of Honor and 2nd Step Curriculum; This is an area of growth for us.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergartners)		N/A
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergartners)		N/A
e. How are successes of Individual Plans of Study being measured?		Student Led Conferences (SLC), Completion of the Plans, Parent Attendance, and survey's at the end of the SLC.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		N/A
g. How are you ensuring students are civically engaged?		We have a wide variety of activities both in our building and out. Our Social Studies department does a community clean up, activities with Vintage Park connections, ELA department's First Amendment letter writing project, our building Career Fair, monthly Career Connections speakers from local/regional business. Partnership with the local Game Warden to go fishing with students as part of a rewards program.
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		Tutoring after school twice a week, KSHSAA activities, school clubs.
b. Are there appropriate and adequate instructional materials?	No	Core classes have adequate materials. Electives need more resources/instructional materials, the new science curriculum has a greater need for consumable materials.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Our students have access, and support to access, digital tools. Staff would like more tools to help monitor appropriate use by students.
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)		N/A
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	We do not have vocational training that is sufficient enough. Fully funding SPED would allow for us to better support this program.
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	We do not have vocational elective options on par with area schools. Fully funding SPED would allow for us to better support this program.
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	However, at the end of the 23-24 school year, we will be slated to lose our two currently funded ESSR positions, which will be detrimental to student success. Fully funding SPED at the state level would provide additional support staff for special education students: counselors, mental health support, family advocates.
b. How many classified support staff are currently employed?	5	
c. How many classified support staff are needed?	7	We are short two para professionals.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Losing our two current funded ESSR positions would be detrimental, we don't have a full time RN (have nurses aid) or librarian. Fully funding SPED at the state level would provide additional support staff for special education students: counselors, mental health support, family advocates.
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?		Tiered 2 and 3 Interventions
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No	We have to share a gym with the high school. We would also like to have more flexible spaces.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Our locker rooms are in very rough shape, our security between BHHS and BHS between classes is not ideal. We also need more cameras in several areas of our building. Our gym is not ADA compliant.
c. Are additional School Buses needed or any additional Routes needed?	Yes	Completion time on vehicle builds is an 18 month wait time.
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Back to school nights, SEL events hosted by counselors/social workers, Parent teacher conferences, Activity nights, Site council, SEL council.
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?		Training is provided for parents at the start of the year on how to use technology to access their students' information.
c. Do you have an active Site Council?	Yes	Yes, we meet a regular basis.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Our PTO is not active.
e. What types of communication exists with families? Is it adequate?		We have a weekly newsletter. We also utilize social media platforms as well as our local website.
f. What types of communication/social media exists with your community? Is it adequate?		Facebook is the primary site utilized.
SECTION 8: School Data		Notes
a. Building Attendance Rate	93.8%	
b. Building Chronic Absenteeism Rate	13.04%	
c. District Chronic Absenteeism Rate	18.44%	
d. District Graduation Rate	85.6%	
e. District Dropout Rate	2.2%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate?		
b. What is our building dropout rate?		
c. What is our average comprehensive ACT score?		
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?		The number of students struggling with emotional regulation since COVID has greatly increased. This combined with an increasing number of students engaging on social media platforms (without parent supervision) has resulted in many SEL needs. Our social worker funded with ESSER funds is greatly needed. These challenges also manifest as academic deficiencies, which speaks to the great need of having the Student Success teacher position. Fully funding SPED at the state level would provide additional support staff for special education students: counselors, mental health support, family advocates.
1. Can these be achieved with additional resources?		Yes, by keeping the two ESSER funded positions. Fully funding SPED at the state level would provide additional support staff for special education students: counselors, mental health support, family advocates.
2. Why or why not?		See above.
b. Additional building unique items:		

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6. Right-click the new tab & Click "Rename" to edit the name.

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

District: Baldwin City USD 348	Bldg #	Grades Served:
School: Baldwin High School	4142	9-12

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 1: Student Needs		Notes
a. Student Headcount		419
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)?		18.90%
e. Pupil-Teacher Ratio Average		14.0
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?		
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 Fully funding SPED services would allow for us to maintain the student success teacher position and provide additional teachers for reading and math interventionists.
j. Is there a tiered system of support to target math growth?		Yes Fully funding SPED services would allow for us to maintain the student success teacher position and provide additional teachers for reading and math interventionists.
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 Fully funding SPED services would allow for us to maintain the student success teacher position and provide additional teachers for reading and math interventionists.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		No We currently do not receive scores in a timely enough manner to impact instruction in the specific learning year. Additionally, the scores do not lend itself to understand specific areas of deficits which is needed to be able to impact instructional areas.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		Yes
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?		BHS is using SAEBS tool to measure social emotional needs. Student Support Services feels that MYSAEBS gave the team better data to work with when identifying students of need. Recent changes to parent opt in laws have made it more difficult to administer and analyze the data for MYSAEBS.
b. What are the targets/goals related to social/emotional growth?		Move students who are identified with some risk factors out of this sub group by provided support throughout the school day/month/year. Implementation of student solution team.
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?		currently are measuring through conference attendance rates, using state building report card with effectiveness rating
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		increase graduation rate from current number, currently in the process of reevaluating goal from building report card with effectiveness rating, looking at a goal that incorporates dual credit and CTE credentialing
g. How are you ensuring students are civically engaged?		community services opportunities through various clubs and activities, looking to bring back community service day. Community service opportunity "board".
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		we went away from our after school tutoring position due to funding. it would be beneficial to have this option back in the building. bhs has offered summer school the past few years through and online platform for credit recovery, summer school has been funded through ESSER funds the past two summers. Fully funding SPED would allow us to shift monies to support these programs.
b. Are there appropriate and adequate instructional materials?	No	CTE courses could benefit from updated equipment, new spaces, curriculum resources
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	students are currently 1 v 1 laptops
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)	Yes	Currently yes, but this becomes challenging when graduations requirements change and courses like speech are then required
c. Is every child in your school provided at least the following capacities?		
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	Students support team has involved to two academic counselors, once social worker, one WRAP worker, BHS does not see a scenario in which the staffing could go backwards, data might suggest that at some point there will be a need for additional social workers
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.	No	CTE facilities and equipment that would support this training is outdated, spaces need to be updated to industry standards
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?	No	Keeping the ESSER funded at-risk position is paramount, could use an additional ELA teacher for changing graduation requirements and reading support outside of general education population for students that are not on an IEP. Also would like to increase CTE teachers in the district to provide additional opportunities for students. Fully funding SPED services would allow for us to maintain the student success teacher position and provide additional teachers for reading and math interventionists.
b. How many classified support staff are currently employed?	12	
c. How many classified support staff are needed?	TBD	this number constantly changes with turnover
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We would like to have a licensed library media specialist. Fully funding SPED services would allow for us to maintain the student success teacher position and provide additional teachers for reading and math interventionists.
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?		continually looking for ways to increase tiered intervention and support services
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No	BHS currently needs updated spaces for CTE courses, Science labs, & additional classrooms and bringing the BRIDGES program to BHS. This includes increased space for SPED classrooms & services needs space (OT, PT, SL), and additional single use ADA compliant bathrooms on both floors.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Could increase student engagement with updated collaborative spaces via removal of locker bays and other renovations (library, etc.). Additional of life skills classroom with running water, washer and dryer, stove, etc. is needed for students to gain necessary skills. Additionally, single use ADA compliant bathrooms on both floors is needed. Our locker rooms are in very rough shape, our security between BHS and BHS between classes is not ideal. We also need more cameras in several areas of our building.
c. Are additional School Buses needed or any additional Routes needed?	Yes	Transporting kids to and from Dual Credit, programs as Washburn Tech, Peasley Tech etc.
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	No	BHS is currently looking for ways to increase parent engagement, however, we do have the following opportunities, site council, bi annual conferences
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?		Training is provided for parents at the start of the year on how to use technology to access their students information, parents can also use technology department to answer questions
c. Do you have an active Site Council?	Yes	meet quarterly
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Booster Club is active, PTO does not exist
e. What types of communication exists with families? Is it adequate?		BHS utilizes all sorts of social media by both administration and clubs, classes, and teams to communicate with parents, BHS also sends a weekly newsletter
f. What types of communication/social media exists with your community? Is it adequate?		BHS utilize almost all social media communication
SECTION 8: School Data		Notes
a. Building Attendance Rate		91.7%
b. Building Chronic Absenteeism Rate		24.6%
c. District Chronic Absenteeism Rate		18.44%
d. District Graduation Rate		85.6%
e. District Dropout Rate		2.2%
SECTION 9A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate?		N/A
b. What is our building dropout rate?		N/A
c. What is our average comprehensive ACT score?		N/A
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?	Chronic absenteeism, continued increase in addressing social emotional needs for students. Student apathy has increased since the pandemic.	Fully funding SPED services would allow for us to maintain the student success teacher position and our additional Nurse aids, additional teachers in content areas, CTE, nurse, certified Librarian would then give students more opportunities. Fully funding SPED services would allow for us to maintain the student success teacher position.
1. Can these be achieved with additional resources?	yes	
2. Why or why not?	Increased support through truancy/Douglas County	
b. Additional building unique items:		

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.

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- Use steps below to copy this tab in order to create a separate needs assessment for other buildings:
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.