

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: Liberal, USD 480	Bldg #	Grades Served:
School: Bright Start Early Learning Center	7725 (W/Sunflower)	PreKindergarten

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

SECTION 1: Student Needs	Notes
a. Student Headcount	255
b. Percentage of students with an active IEP	25.4%
c. Percentage of students enrolled in English Language Learner (ELL) services	0.0%
d. Percentage of students identified as At-Risk (Free lunch)?	57.7%
e. Pupil-Teacher Ratio Average	14:1
f. Pupil-Teacher Ratio Median	15:1
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes Our social worker works closely with foster families to
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes The gaps are more pronounced in relation to poverty
i. Is there a tiered system of support to target reading growth?	No
j. Is there a tiered system of support to target math growth?	No
k. Are there local assessments to measure reading growth?	Yes myIGDIs, BDPK, BEST
l. Are there local assessments to measure math growth?	Yes myIGDIs, BEST
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	N/A
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	N/A
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?	ASQ and assessment by the teacher
b. What are the targets/goals related to social/emotional growth?	Students who attend at least 90% of the time progress
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?	N/A
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?	N/A
SECTION 3: Curriculum Needs	Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	None

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	Chromebooks available for student use
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	N/A	
c. Is every child in your school provided at least the following capacities?	N/A	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly	N/A	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	N/A	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that	N/A	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	N/A	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical	N/A	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable	N/A	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	N/A	
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	No	We currently have 12 certified positions that directly
b. How many classified support staff are currently employed?	20	Of those 20 currently employed, a number of them
c. How many classified support staff are needed?	25	We have 25 approved classified positions. Out of
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	We do not have a full time certified counselor. We
e. Are principals & other key staff trained to provide instructional leadership and professional development to	Yes	Our instructional coach has been trained to administer
f. What staff development is necessary for teachers to support student success and meet the school improvement		Initial and continued PD for the new curriculum as
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	Yes, room sizes are adequate, spaces for discovery and
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Plans are in place for building expansion including the
c. Are additional School Buses needed or any additional Routes needed?		Drivers are needed
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Back to school family conferences
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use		SeeSaw shows student work and how to access and
c. Do you have an active Site Council?	Yes	Now that we are able to have visitors back in the
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No	Most students are only enrolled at BSEL for one school
e. What types of communication exists with families? Is it adequate?		We are hoping to implement Seesaw as our
f. What types of communication/social media exists with your community? Is it adequate?		Facebook

SECTION 8: School Data		Notes
a. Building Attendance Rate	88.2%	
b. Building Chronic Absenteeism Rate	52.50%	
c. District Chronic Absenteeism Rate	38.8%	
d. District Graduation Rate	88.40%	
e. District Dropout Rate	1.6%	
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		
1. Can these be achieved with additional resources?		
2. Why or why not?		
b. Additional building unique items:		

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: USD 480

Based upon your schools Needs Assessment and State Assessment results, please identify the following:

- (A) The barriers that must be overcome for each student to achieve grade level proficiency on assessments
- (B) The budget actions that should be taken to address and remove those barriers
- (C) The amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

Naomi Vargas
Board President

August 8, 2022
Date

School	Grades	(A) Barriers Related to Student	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Bright Start	PreK	Staffing Percentage of students with an IEP - 25% Free lunch - 58% Chronic Absentee Rate - 53%	Allocation of funds for PreK expansion from General Fund. Instructional continuity, curriculum implementation, and professional development from Title II and ESSER funds.	N/A	The PreK expansion will increase the percentage of kindergarten students with a PreK experience from 52% to 80% if we can hire the staff needed. A curriculum will be
Cottonwood	K-5	Staffing Percentage of students with an IEP - 10% English Language Learner - 50% Free lunch - 67%	Instructional continuity and alignment to grade-level standards training, data infrastructure, curriculum and implementation professional development from Title II and	Assuming all barriers have been removed, including staffing issues, the amount of time the board estimates it will take to achieve proficiency on the state assessments is 8 years	Our students with severe learning disabilities will not achieve proficiency on state assessments. Transient students and unaccompanied immigrant youth are not likely
MacArthur	K-5	Staffing Percentage of students with an IEP - 10% English Language Learner - 42%	Instructional continuity and alignment to grade-level standards training, data infrastructure, curriculum and implementation	Assuming all barriers have been removed, including staffing issues, the amount of time the board estimates it will take to achieve	Our students with severe learning disabilities will not achieve proficiency on state assessments. Transient students and
Meadowlark	K-5	Staffing Percentage of students with an IEP - 11% English Language Learner - 76%	Instructional continuity and alignment to grade-level standards training, data infrastructure, curriculum and implementation	Assuming all barriers have been removed, including staffing issues, the amount of time the board estimates it will take to achieve	Our students with severe learning disabilities will not achieve proficiency on state assessments. Transient students and
Prairie View	K-5	Staffing Percentage of students with an IEP - 13% English Language Learner - 51%	Instructional continuity and alignment to grade-level standards training, data infrastructure, curriculum and implementation	Assuming all barriers have been removed, including staffing issues, the amount of time the board estimates it will take to achieve	Our students with severe learning disabilities will not achieve proficiency on state assessments. Transient students and
Sunflower	K-5	Staffing Percentage of students with an IEP - 13% English Language Learner - 51%	Instructional continuity and alignment to grade-level standards training, data infrastructure, curriculum and implementation	Assuming all barriers have been removed, including staffing issues, the amount of time the board estimates it will take to achieve	Our students with severe learning disabilities will not achieve proficiency on state assessments. Transient students and

Seymour Rogers	6-8	Staffing Percentage of students with an IEP - 14% English Language Learner - 43%	Instructional continuity and alignment to grade-level standards training, data infrastructure, SEL and academic curriculum	Assuming all barriers have been removed, including staffing issues, the amount of time the board estimates it will take to achieve	Our students with severe learning disabilities will not achieve proficiency on state assessments. Transient students and
Eisenhower	6-8	Staffing Percentage of students with an IEP - 13% English Language Learner - 31%	Instructional continuity and alignment to grade-level standards training, data infrastructure, SEL and academic curriculum	Assuming all barriers have been removed, including staffing issues, the amount of time the board estimates it will take to achieve	Our students with severe learning disabilities will not achieve proficiency on state assessments. Transient students and
Liberal High School	9-12	Staffing Percentage of students with an IEP - 14% English Language Learner - 41%	Instructional continuity and alignment to grade-level standards training, data infrastructure, essential outcomes assessment,	Assuming all barriers have been removed, including staffing issues, the amount of time the board estimates it will take to achieve	Our students with severe learning disabilities will not achieve proficiency on state assessments. Transient students and