

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

District: USD 249	Bldg #	Grades Served:
School: Frank Layden Elem	1287	K-5,PK (w/IEP),PK,DC,PKAR (4 YO)

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

SECTION 1: Student Needs	Notes
a. Student Headcount	459
b. Percentage of students with an active IEP	13.94%
c. Percentage of students enrolled in English Language Learner (ELL) services	3.49%
d. Percentage of students identified as At-Risk (Free lunch)?	28.32%
e. Pupil-Teacher Ratio Average	14.6 to 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?	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 Through our data collaboration meetings, we focus on students who are missing specific skills. MTSS is used to help build the missing skills our students have as well as enriching those who need more. We will continue to analyze our core curriculum (area of Math and Writing currently) to see where gaps are and how to better support our students learning. Students set goals during MTSS time to improve their scores for missing skills. This is reviewed by their teachers during conferences.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes FLe has implemented a 30 minute target time 2X a week for Reading and 2X a week for 30 mins for Math. Students are identified for tier support based upon their monthly ISIP scores (iStation) and MobyMax Placement and progress monitoring assessments. Classroom data is used as well for math and reading. Students needing intensive support in the area of reading earn 4X a week for 30mins of reading interventions. Data Collaboration meetings are set once a month where teachers, support staff (title, sped, counselor) and principal meet to discuss data and instructional practices.

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

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) collected 3 x a year (2021-2022 baseline)
b. What are the targets/goals related to social/emotional growth?	Work towards an awareness for more social and emotional learning to address our student's needs. Leader In Me and morning check in
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ 3 and ASQ SE surveys as well as teacher observations are used We have a Kindergarten Signing day in the spring where all incoming Kindergartners are invited. Parents are given a tour of the classrooms and through different activities can score their child on the ASQ 3 and ASQ SE. Teachers are there to observe and take notes as well. We offer hearing, vision, physicals and booster shots if needed as well as dental. Our speech path and sped teachers are in attendance as well as our secretary and counselor. Students are invited to a Jump Start summer school before their Kindergarten year as well as recently we have added a Future Raider Camp where 3-5 year olds will come for a week to explore the 5 learning domains. This gives everyone exposure to the school, staff and socializing before the school year begins.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	All students are accepted our goal is to meet them where they are.
e. How are successes of Individual Plans of Study being measured?	Currently not being used at the elementary Explore community business Speakers invited to share with classrooms about specific careers 5th grade Science Fair 4th Grade Famous Kansans Community Helpers (Kindergarten) Pitsco curriculum where students are working together in groups and are assigned different jobs that they need to complete for their missions
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	

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

<p>g How are you ensuring students are civically engaged?</p>	<p>Kids Helping Kids, Pitsco STEM Missions 3rd-5th grade, FLE House System</p>	<p>Students focus on community and school to raise awareness about 7 habits. FLE has a house system where students work as a family so that they recognize they can help children/families who are in need. Our House system creates a family where Older and Younger students work together to help others in need. We will continue to expand this into other areas. In library students 3rd-5th grade experience STEM through missions. Student collaborate and work through problems as a team. Since 2012, students at Frank Layden Elementary have raised funds to help very worthy charities that help children and their families at their greatest time of need through a program called Kids Helping Kids. For the 2021-2022 school year, our Kids Helping Kids project is the House Pop Top Challenge To Benefit the Ronald McDonald House of the Four States. The engagement from this activity has been incredible. Students, staff, community members, businesses, and other organizations, including the Kansas Army National Guard, have sent in pop tabs. During the second quarter of this school year, 479 pounds of pop tabs were delivered to the Ronald McDonald House. The money from recycling the pop tabs goes towards lodging for families. Kids Helping Kids and The House Pop Top Challenge are great programs to teach our children about the importance of how to give service and help out their community. Food drives in the spring for our local food bank</p>
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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Get On Board- after school tutoring, Homework Club- homework help 3rd-5th grades, Challenger (mental health), Summer School K-5th, Jump Start PreK, Future Raider Academy 3- 5 year olds week camp.	
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	

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School: Frank Layden Elem	1287	K-5,PK (w/IEP),PK,DC,PKAR (4 YO)

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

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?		
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	
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	
b. How many classified support staff are currently employed?		
c. How many classified support staff are needed?		
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Seeing more students with emotional needs and medical needs. We have added support through district therapist and mental health case worker. Having a certified nurse per building to help with student needs (we have added a second and that has helped tremendously). Assistant principal or counselor to help with behavior and social/emotional issues.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Participating in more professional development at the state and national level would be helpful to keep up on current education trends and professional development.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Social Emotional and trauma informed training, Writing, continuing best instructional strategies, instruction on using technology to enhance and not replace course work.	Staff have requested more PD days built in the calendar for elementary. We have programs and need more days to maintain and learn new PD.

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District: USD 249	Bldg #	Grades Served:
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Please consider the following questions as you complete the needs assessment for your building.

		Notes
SECTION 6: Facility Needs		
a. Is there adequate space for student learning?	No	We could always use more space. We added a PreK 3 year old so our classrooms were shuffled. Hopefully once a Birth to 5 center is built this will help open more classrooms. Some classrooms are small, and areas for support staff sometimes have to use closets and small office space to work with students.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Our building is built in 3 different decades. We have maintenance that continues to work on necessary repairs needed.
c. Are additional School Buses needed or any additional Routes needed?	No	Added another route during Covid and this has helped.
SECTION 7: Family Needs/Community Relations		
a. Do you have regular events to engage parents with teachers?	Yes	Open house, Parent/Teacher conferences, PTO meetings, Site Council, summer socials (popsicles in the park), PTO events(carnival, walk jog-a-thon, back to school BBQ), music programs, Science Fair, Famous Kansans Day, Field day, lunch with students. Parents are invited for holiday parties and we have large parent involvement.
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	This is an area we are expanding. We have received a Kindergarten readiness grant and will start working with community private childcare and preschools for training. We plan to look at parent information nights for our programs and tips on how to help their students. Due to Covid we have not been able to invite parents into the building. We have Raider talk where we send out monthly topics to parents through Bloomz to help them interact with their students learning.
c. Do you have an active Site Council?	Yes	We meet 3-4 times a year
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	PTO that meets monthly. Officers are elected yearly with sub committees. We have a large parent group that is very supportive.
e. What types of communication exists with families? Is it adequate?	Yes	We use Bloomz to post updates, newsletters, student portfolios, parents and teachers can message one another. Parents are aware of our district website and our 249 Raiders Activity page.

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

f. What types of communication/social media exists with your community? Is it adequate?	Yes	As a district we use Regroup and our Public Relations director posts on our social media and activities pages to inform parents and our community about our school activities and achievements.
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SECTION 8: School Data	Notes
a. Building Attendance Rate	93.2
b. Building Chronic Absenteeism Rate	10.2
c. District Chronic Absenteeism Rate	
d. District Graduation Rate	
e. District Dropout Rate	

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?	Yes The time that administration and teachers spend on repeating information that is filled out on KESA, Redesign, Kansas Star and reports to the state. With technology and programs there should be something that the state can access where schools input data one time (of course update) and then others can pull from this.
1. Can these be achieved with additional resources?	Yes I understand that each department has specific questions they need answered. I understand many of the reports we have to do are federal required. I just wish that when a school is putting time and effort in reporting through KESA, Redesign, Building Reports, Title, etc that there was one portol to put the information for all to access what they need.
2. Why or why not?	
b. Additional building unique items:	

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

	Our community and commitment to our stakeholders.	We are a PreK-12th grade district all housed under one roof. Students have a pride and comfort knowing that they move on but are still attached to their roots. We have a very dedicated staff who go above to do what is best for kids. Our community is very supportive in everything that our kids and staff want or need. We are a blessed district with all stakeholders working together to help our students succeed.

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

District: USD 249	Bldg #	Grades Served:
School: Frontenac Jr. High	1291	6-8

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

SECTION 1: Student Needs	Notes
a. Student Headcount	218
b. Percentage of students with an active IEP	13.76%
c. Percentage of students enrolled in English Language Learner (ELL) services	0.92
d. Percentage of students identified as At-Risk (Free lunch)?	23.85%
e. Pupil-Teacher Ratio Average	13.1 to 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
	We do not have a wide racial or ethnic population in our school district
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
	We are using MTSS to help improve the proficiency of all students
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes
	Through our MTSS program we plan to see more

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?	Sabres
b. What are the targets/goals related to social/emotional growth?	Improve the social emotional growth of our students to make them more well-rounded students and to be able to identify and work through day-to-day issues.
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?	Through 8th grade semester course work
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?	IPS course, Student Council, Life Skills Day

SECTION 3: Curriculum Needs	Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Homework Club and 6th Block
	Students who fails after a nine weeks must take 6th block after school. Students who want academic assistance can come to homework club after school. Homework Club is voluntary and 6th block is mandated.
b. Are there appropriate and adequate instructional materials?	Yes

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District: USD 249	Bldg #	Grades Served:
School: Frontenac Jr. High	1291	6-8

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

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?		
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.	No	We do not have as many fine arts as our students need in the junior high due to shared staffing as a small district.
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	
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	
b. How many classified support staff are currently employed?	7	
c. How many classified support staff are needed?	9	We would use the assistance in MTSS for an aide to work with students and to support students in the classes of reading and math.
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?		
SECTION 6: Facility Needs		Notes
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	

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

District: USD 249	Bldg #	Grades Served:
School: Frontenac Jr. High	1291	6-8

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

	Notes
SECTION 7: Family Needs/Community Relations	
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?	None
c. Do you have an active Site Council?	No
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No
e. What types of communication exists with families? Is it adequate?	Social Media and Regroup
	It is adequate, but we always look for better ways to communicate with stakeholders.
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Twitter, Activities webpage, School webpage, Instagram, also Regroup
	Our social media and regroup seems to be adequate for all needs.
SECTION 8: School Data	
a. Building Attendance Rate	94.24%
b. Building Chronic Absenteeism Rate	9.60%
c. District Chronic Absenteeism Rate	
d. District Graduation Rate	
e. District Dropout Rate	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)	
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	
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	
1. Can these be achieved with additional resources?	We can improve if we have more resources. I am not sure that all students will reach levels 3 and 4.
2. Why or why not?	Each learner has strengths and weaknesses. There are probably going to be students who will struggle in certain subjects and will not test well enough for the state assessment.
b. Additional building unique items:	

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District: <u>USD 249</u>	Bldg #	Grades Served:
School: <u>Frontenac Jr. High</u>	1291	6-8

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

USD Name- School Year Building Needs Assessment for -USD Name Budget Considerations

District:	249 Frontenac	Bldg #	Grades Served:
School:	Frontenac Sr. High School	1293	9-12,NG
Please consider the following questions as you complete the needs assessment for your building.			
SECTION 1: Student Needs			Notes
a.	Student Headcount	284	Sept. 20th count
b.	Percentage of students with an active IEP	15.49%	44
c.	Percentage of students enrolled in English Language Learner (ELL) services	2.46%	7
d.	Percentage of students identified as At-Risk (Free lunch)?	21.47%	61
e.	Pupil-Teacher Ratio Average	13.0	284/21.5
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	
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	
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	Academic Assistance before school and after school (1 hour) M-Th
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Providing incentives for students to work at their potential, formatives where available.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state	Yes	Providing incentives for students to work at
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?	yes	Fast Bridge
b.	What are the targets/goals related to social/emotional growth?	Implement a building wide curriculum to assess and respond to student needs.	
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	

USD Name- School Year Building Needs Assessment for -USD Name Budget Considerations

District:	249 Frontenac	Bldg #	Grades Served:
School:	Frontenac Sr. High School	1293	9-12,NG
Please consider the following questions as you complete the needs assessment for your building.			
e.	How are successes of Individual Plans of Study being measured?	District has received the Commissioner's Award for three straight years.	Currently utilize XELLO with all students, previous 4 years Career Cruising. Schedule developed and assigned to seminar teachers for implementation throughout the school year.
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		Our goal is help each students develop a plan for success based on their interest in Post secondary education, vocational/technical training, military or enter work force.
g.	How are you ensuring students are civically engaged?		Students are provided with and encouraged to participate in multiple community service projects throughout the year. this is done in classrooms, clubs, sports organizations and thorough seminars. All students are provided an opportunity to participate. Frontenac High School students are very involved in their community. NHS sponsors two blood drives each year, and students are involved in community service throughout the year. Students have helped with FESTA, Christmas giving,neighbor cleanup before Thanksgiving, raising money for water wells in Central America, two food drives, and many other activities. The most recent food drive was community wide and collected over 10,600 non-perishable food items.

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School:	Frontenac Sr. High School	1293	9-12,NG
Please consider the following questions as you complete the needs assessment for your building.			
SECTION 3: Curriculum Needs			Notes
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Academic Assistance is available before school from 7:45-8:10. After school Academic Assistance is available for all students for one hour M-Th.	
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	All students and faculty are issued a MacBook
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	
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	

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School:	Frontenac Sr. High School	1293	9-12,NG
Please consider the following questions as you complete the needs assessment for your building.			
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	Only a few classes are not taught by highly qualified instructors.
b.	How many classified support staff are currently employed?	11	
c.	How many classified support staff are needed?	11	
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?	SEL, brain development, IPS	Continued training in SEL
SECTION 6: Facility Needs			Notes
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	
SECTION 7: Family Needs/Community Relations			Notes
a.	Do you have regular events to engage parents with teachers?	Yes	PTCs, 9th grade Orientation, Student Aid 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?	none	
c.	Do you have an active Site Council?	Yes	Has met 4 times per year or more for over 6 years
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Boosters meet regularly
e.	What types of communication exists with families? Is it adequate?	email, regroup notifications, social media, phone calls	

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School:	Frontenac Sr. High School	1293	9-12,NG
Please consider the following questions as you complete the needs assessment for your building.			
f.	What types of communication/social media exists with your community? Is it adequate?	email, regroup notifications, social media, phone calls	

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School:	Frontenac Sr. High School	1293	9-12,NG
Please consider the following questions as you complete the needs assessment for your building.			
SECTION 8: School Data			Notes
a.	Building Attendance Rate	93.0%	2021-22 data
b.	Building Chronic Absenteeism Rate	19.1 %%	2021-22 data
c.	District Chronic Absenteeism Rate		
d.	District Graduation Rate	100.0%	2022 - 100%, 2021 - 98.3
e.	District Dropout Rate	1-2%	2021 - 1.7%
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)			Notes
		100.0%	2022 - 100%, 2021 - 98.3%, 2020 - 100%, 2019 - 96.3%, 2018 - 98.4%, 2017 - 95.7%, 2016 - 98.2%, 2015 - 100%, 2014 - 92.7%, 2013 - 95.5%, 2012 - 90.6%
a.	What is our building graduation rate		
b.	What is our building dropout rate?	1.7%	2021 - 1.7%
c.	What is our average comprehensive ACT score?	20.6	2021 and 2022
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?	student attendance	

USD Name- School Year Building Needs Assessment for -USD Name Budget Considerations

District:	249 Frontenac	Bldg #	Grades Served:
School:	Frontenac Sr. High School	1293	9-12,NG
Please consider the following questions as you complete the needs assessment for your building.			
	1. Can these be achieved with additional resources?	Need additional admin help to track absent students and contact parents frequently.	Difficult to say. We have been working on improving attendance for 4 years. Three of those years we have had students missing multiple days due to quarantines, COVID illness etc. We are not able to determine if we are making an improvement.
	2. Why or why not?		
b.	Additional building unique items:		