

SCHOOL NAME	Arrowhead Middle School
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KCKPS Building Needs Assessment 2022-2023 Budget Planning (HB 2067)
 Below are questions which should be addressed when planning for needs at the building level.
 Personnel - such as teachers (including Title I teachers), principals, counselors, and support staff should be involved in determining the needs of the building and district.

Section 1: STUDENT NEEDS

	Data Points	Rationale/Notes from Building Administrator	Guidance Notes
A. How many students are enrolled at this school building?	446		<i>Use 9/20/21 enrollment count; provide additional notes if there's been a change in your enrollment since the 9/20/21 count.</i>
B. How many students enrolled at this building meet the definition of at-risk? (Free Lunch)	312		<i>Per state at-risk funding guidelines, use the number of students eligible for 'free lunch' in your building per 9/20/21 enrollment count.</i>
C. What is the pupil-teacher ratio?	1:22		<i>Use district guidelines of: K-5 is 1:21; 6th-8th grades 1:22; 9th grade 1:18 10-12th grades 1:23. Provide notes regarding overages at specific grade levels or content areas where classrooms fall outside of the district guidelines by 5 or more students.</i>
D. What is the pupil-teacher ratio necessary to meet the needs of students and the School Improvement Plan goals of this building?	1:22		<i>Please use the district guidelines above. There will be another space for you to list any additional staffing requests.</i>
E. How many students have an IEP, including Gifted?	101		
F. How many students are severely handicapped? (SAILS 1)	0		<i>Provide the name of the specialized program(s) you have at your building, as well as any additional notes you relative to budget planning.</i>
G. How many students are English Language Learners?	82		
H. How many students do not meet proficiency in ELA? (State Assessment, tested grades only. You may provide a link to a separate data sheet where all of your information is displayed.)	https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&bldg_no=8324&rptType=1		<i>Use 2021 Summative KAP data provided. If you provide a link, please make it VIEW ONLY, and the link should only pertain to pertinent information.</i>
H. How many students do not meet proficiency in MATH? (State Assessment, tested grades only. You may provide a link to a separate data sheet where all of your information is displayed.)	https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&bldg_no=8324&rptType=1		<i>Use 2021 Summative KAP data provided. If you provide a link, please make it VIEW ONLY, and the link should only pertain to pertinent information.</i>
I. What are your targets/goals regarding percentage of students in the advanced and exemplary categories? (List ELA/Math, State Assessment, tested grades only. High Schools may wish to include ACT/Workkeys. If data differs between grade or content levels, include disaggregated data. You may provide a link to a separate data sheet where all of your information is displayed.)	We will increase by 10% our advanced and exemplary groups for each grade level.	2020-21 School Year Performance: Building Level: Exemplary and Advanced ELA - 15.3%; Grade 6 ELA - 21.4%; Grade 7 ELA - 18.8%; Grade 8 ELA - 3.1% / Building Level: Exemplary and Advanced MA: 8.2%; Grade 6 MA - 12.6%; Gr 7 MA - 9%; Gr 8 MA - 1.6%	
J. Do you have disparities in student achievement among student subgroups? (List subgroup data in ELA/Math, State Assessment, tested grades only. High Schools may wish to include ACT/Workkeys. You may provide a link to a separate data sheet where all of your information is displayed.)	https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&bldg_no=8324&rptType=1		<i>Be factual, this is a public document that is viewed by members of the legislature. Fastbridge/SAEBRS, ISS/OSS, attendance, and chronic absenteeism data could also be considered here. Please use this link at the top of this document for data.</i>

Section 2: STAFF NEEDS

	Data Points	Rationale/Notes	Guidance Notes
A. How many additional teachers are needed to meet the School Improvement Plan goals of this building?			
B. How many qualified teachers are needed to meet the needs of students under the ESEA Guidelines which requires every classroom to be covered by a teacher who is certified in the specific content area in which they're assigned to teach? (If you have vacancies in hard to fill areas and will need to use long-term subs in these classrooms, please indicate the number of vacancies in the notes section, as well as the content area for each vacancy.)	24	4 Special Education Teacher Vacancies and 1- 8th grade Science Vacancy	<i>If there is a need for additional class size reduction teacher, or other position, based on student data, please provide that information here. What data are you using to support this request: Fastbridge/SAEBRS, attendance data would be appropriate.</i>
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?		Small differentiated group instruction, collaboration of small student groups; vocabulary instruction; SIOP; use of technology for instruction https://docs.google.com/spreadsheets/d/1ZCLYL9Z7wB0rMUAC0KQ4M461uRAQgcAalx5f_19s0_s/edit#gid=0	<i>Staff development requests need to be aligned to your SIP, MTSS, District Strategic Plan, and KESA - support for strong core instruction.</i>
D. How much planning time do teachers currently have above the negotiated agreement? If additional time is provided, do you use your building budget to provide more time for PLCs?		The majority of our teachers have approximately 200 minutes above the negotiated agreement	
E. How many classified instructional support staff are currently employed and how many are needed at this building?	8		
	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
F. Are all your licensed teachers highly qualified and properly assigned?	X		
G. Do teachers and students have sufficient access to a variety of technology?	X		
H. Is staff properly trained to incorporate technology into the classroom?	X		
I. Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.?	X		
J. Are principals and other key staff trained to provide instructional leadership to teachers?	X		

Section 3: CURRICULUM NEEDS			
	List Activities/Items		Rationale/Notes
A. What extended learning opportunities are provided?	After School Tutoring, Tutoring during the school day		
B. What technology is needed to support the curriculum?	Just extra computers when student computers are being repaired		
C. Is the curriculum aligned with state standards?	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
D. Are there appropriate and adequate instructional materials?	X		
E. Is current technology appropriate?		X	When computers are broken, there are not back ups computers for students to use and students must wait several weeks for their computers to be fixed. Teachers need mounted projectors rather than small TV's to present material.
Section 4: FACILITY NEEDS			
	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
A. Is there adequate space for student learning?	X		
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	yes		We are in need of having work done to move our washer and dryer. Currently our coach has to do all the sporting laundry at home. We also need new gymnasium bleachers. The bleachers we currently have are in terrible shape
Section 5: PARENTAL NEEDS			
	List Activities		Rationale/Notes
A. What parental involvement opportunities do you currently offer?	A.)Back to School Night, Site Council meetings, Parent Surveys, Title 1 meetings, Family Fall Night, Naming Committee		
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	We'd like to have parents more involved in getting their students to school on time, checking Infinite Campus on a regular basis		Ideally we want a partnership with parents. Parents would be involved in ALL aspects of a child's experience here at Arrowhead. Students involved with student performances, sporting competitions, academic showcases, informational nights, and with our staff.
C. What types of parent training programs (teaching parents how to give student help with homework, teaching parents how to use technology that students will be required to use, etc.) are provided?	None		Covid prevented us to have large informational nights. However, getting parents to attend even online presentations- was difficult. We need to provide training to parents for how to access Infinite Campus to monitor their student's attendance and grades. We also need to examine ways to use technology to work with parents as partners supporting their student's academic, social, and emotional success.
D. What types of communication exists with parents and community? Is it adequate?	Lots of communication with our parents using BrightArrow (announcements, updates, school news letter); Social media (Facebook and Twitter) updates and announcements.		To increase parent communication, we need to make sure that our school's website and social media pages are updated. Also, making sure that our school's monthly newsletter is available online (school's website and social media pages) to increase parent/community communication.
Section 6: HIGH SCHOOL NEEDS (9-12/Alternative Buildings)			
	Data Points		Rationale/Notes
A. What is the current graduation rate?	N/A		
B. What is the current dropout rate?	N/A		
Section 7: OTHER			
	Data Points		Rationale/Notes
A. How many building personnel/school community parents were involved in helping to determine the needs of this building (teachers, principal, counselors, support staff, parent, etc.)?	12		Teachers, principals, social worker, paraprofessional, parents
	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
B. Are Title II-A and Title V funds used to address the identified needs?			Refer to your site council and building leadership team, as well as Family Engagement Survey input. Title I buildings use Title I funds for professional development. Title IA funds are used to support EC/HS buildings PD projects where site level Title I funds are unavailable. Title IIA funds are used for systems-level programs such as SPED/ESL endorsements, para to teacher program, incentives for hard to fill positions. The district does not receive Title V funds.



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