

SCHOOL NAME	Argentine
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KCKPS Building Needs Assessment 2022-2023 Budget Planning (HB 2067)	
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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?	653		Use 9/20/21 enrollment count; provide additional notes if there's been a change in your enrollment since the 9/20/21 count.)
B. How many students enrolled at this building meet the definition of at-risk? (Free Lunch)	536		Per state at-risk funding guidelines, use the number of students eligible for 'free lunch' in your building per 9/20/21 enrollment count.
C. What is the pupil-teacher ratio?	1:22		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.
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	Overall, our numbers are consistent with the district guidelines. We have a few teachers that do 6th/7th split to reduce class size. Next year we will move staff around to accommodate 3 sections of 8th grade.	Please use the district guidelines above. There will be another space for you to list any additional staffing requests.
E. How many students have an IEP, including Gifted?	200		
F. How many students are severely handicapped? (SA/LS 1)	0		Provide the name of the specialized program(s) you have at your building, as well as any additional notes you relative to budget planning.
G. How many students are English Language Learners?	190		198
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=8320&rptType=1	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.
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=8320&rptType=1	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. 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.)		Increase the growth in each sub-group by at least 10% on the state assessment. Decrease the number of students performing at the beginning and developing levels within all sub-groups.	https://docs.google.com/spreadsheets/d/10wX_sOJNiq2e1rdEUbZdBkyy9JB1A1Xcz6YWuVW1Js/edit?usp=sharing
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=8320&rptType=1	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.

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?		No additional staff is needed.	
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.)		1 We have one vacancy this year. We were not able to fill the 7th grade Math position.	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.

<p>C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building? 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? E. How many classified instructional support staff are currently employed and how many are needed at this building?</p> <p>F. Are all your licensed teachers highly qualified and properly assigned? G. Do teachers and students have sufficient access to a variety of technology? H. Is staff properly trained to incorporate technology into the classroom?</p> <p>I. Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.? J. Are principals and other key staff trained to provide instructional leadership to teachers?</p>		<p>We need dedicated time during Wednesday PD to address instructional needs for our building. One area of focus is strengthening our Tier I Instruction through a quality first teach. Teachers need to be able to create exemplars so students can know and see what is expected of them. We will also continue to work on increasing the rigor of our instruction while developing school wide academic non-negotiables. To improve the over culture and climate of our building we will continue to provide professional learning over the Restorative practices. This will help improve the social and emotional well being of our students and staff.</p> <p>Teachers currently have two plan times. Personal Plan and Structured Plan (PLC work)</p> <p>11 No additional staff is needed.</p> <p>X 7th grade Math</p> <p>X It has been very difficult to get student Chromebooks replaced</p> <p>X</p> <p>X Would like an additional counselor or social worker, do not have a librarian. Due to budget, will not be able to add additional behavioral health team members.</p> <p>X</p>	<p>Staff development requests need to be aligned to your SIP, MTSS, District Strategic Plan, and KESA - support for strong core instruction.</p>
Section 3: CURRICULUM NEEDS			
<p>A. What extended learning opportunities are provided? B. What technology is needed to support the curriculum?</p> <p>C. Is the curriculum aligned with state standards? D. Are there appropriate and adequate instructional materials? E. Is current technology appropriate?</p>	<p>List Activities/Items</p> <p>Yes No</p> <p>X X X</p>	<p>Rationale/Notes</p> <p>Varsity Tutoring, Tutoring during FA, After School tutoring</p> <p>Rationale/Notes (If no, please provide detailed notes regarding identified needs.)</p> <p>All teachers use the GVC to guide their instruction</p>	
Section 4: FACILITY NEEDS			
<p>A. Is there adequate space for student learning? B. Are there necessary repairs and/or adjustments to the existing space that need to be made?</p>	<p>Yes No</p> <p>X X</p>	<p>Rationale/Notes (If no, please provide detailed notes regarding identified needs.)</p> <p>Small repairs due to age of building. Fresh paint to brighten up building</p>	
Section 5: PARENTAL NEEDS			
<p>A. What parental involvement opportunities do you currently offer? B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.? 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? D. What types of communication exists with parents and community? Is it adequate?</p>	<p>List Activities</p> <p>FA Days, Bridge to Argentine, Back to School Night Listen/Read Bright Arrow Communication Parent Technology Night</p>	<p>Rationale/Notes</p> <p>Due to COVID we did not hold parent events. Several are the schedule for next year</p> <p>We want families to be updated about events happening at the school.</p> <p>We would like to have an event to show parents how to navigate IC, Canvas and provide information about FastBridge and other assessment info.</p>	
Section 6: HIGH SCHOOL NEEDS (9-12/Alternative Buildings)			
<p>A. What is the current graduation rate? B. What is the current dropout rate?</p>	<p>Data Points</p>	<p>Rationale/Notes</p>	
Section 7: OTHER			
<p>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.)? B. Are Title II-A and Title V funds used to address the identified needs?</p>	<p>Data Points</p> <p>Yes No</p> <p>X</p>	<p>Rationale/Notes</p> <p>Principal, Assistant Principals, Instructional Coaches, Counselors and Social Workers Behavior Health Team team</p> <p>Rationale/Notes (If no, please provide detailed notes regarding identified needs.)</p>	<p>Refer to your site council and building leadership team, as well as Family Engagement Survey input.</p> <p>Guidance Notes</p> <p>Title I buildings use Title I funds for professional development. Title IIA 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.</p>





