

SCHOOL NAME	BERTRAM CARUTHERS
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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?	9/20 373 Current 409	Please use link: https://docs.google.com/document/d/1ksOXB_obFOankZBph0EHL7BsK_p2YR3c7YK8yUgSyeo/edit?usp=sharing	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)	331 Free. 41 Reduced	Food is a huge motivator at Caruthers. We continue to find a need to supplement food during the school day and use food as much as we can in instruction.	Per state at-risk funding guidelines, use the number of students eligible for 'free lunch' in your building per 9/20/21 enrollment count. 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 averages at specific grade levels or content areas where classrooms fall outside of the district guidelines by 5 or more students.
C. What is the pupil-teacher ratio?	21.5:1	18 Teachers, 3 sections of each grade level. Purchased two teachers out of budget to meet needs.	Please use the district guidelines above. There will be another space for you to list any additional staffing requests.
D. What is the pupil-teacher ratio necessary to meet the needs of students and the School Improvement Plan goals of this building?		We need 3 sections of each grade level to keep from having large numbers in the 2 grade levels with only 2 each.	
E. How many students have an IEP, including Gifted?	47		
F. How many students are severely handicapped? (SAILS 1)		Our SAILS students are SAILS2, SAILS3 I am currently providing diaper wipes, back up pull ups, and snacks. There is a current need to purchase a new mini fridge and microwave for one of the classrooms.	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?	K-5 168, PreK 32		
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=8317&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=8317&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.)	80%	Pre-Covid we had completely eliminated the 1 category- this continues to be our goal.	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.
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=8317&rptType=1		

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?	18	We currently have 16- K-5 Teachers. Purchasing 2 teachers for class size reduction through budget.	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.
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.)	Vacancies: PE, SAILS, SAILS		
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?		Trauma Informed Teaching, Culturally Resonsive Teaching, Classroom Management	Staff development requests need to be aligned to your SIP, MTSS, District Strategic Plan, and KESA - support for strong core instruction.
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?		We currently only meet the required minutes in two of our classes by assigning an extra PE class to each classroom. In order to have the minutes we purchase PE and MUSIC fulltime. We should have a full-time librarian, but do not- due to staffing. Without fulltime library, we struggle to create a schedule that is written to support planning time and PLC work- we end up writing a schedule that supports I/A schedules- not what we need.	
E. How many classified instructional support staff are currently employed and how many are needed at this building?			2
F. Are all your licensed teachers highly qualified and properly assigned?	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
G. Do teachers and students have sufficient access to a variety of technology?		X	PE- long term sub, SAILS, SAILS, no teachers.
H. Is staff properly trained to incorporate technology into the classroom?	X		
I. Are there adequate instructional support personnel such as counselors, librarians, nurses, etc.?		X	Need full-time librarian
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? B. What technology is needed to support the curriculum?	After school tutoring, After school clubs		
	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
C. Is the curriculum aligned with state standards?	X		I need a somewhat box here!
D. Are there appropriate and adequate instructional materials? E. Is current technology appropriate?		X	The new CKLA curriculum has multiple items needed as supplies, that are not things we normally keep on hand. Index cards in multiple sizes, masking tape in a variety of colors.
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? B. Are there necessary repairs and/or adjustments to the existing space that need to be made?		X	
Section 5: PARENTAL NEEDS			
	List Activities		Rationale/Notes
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?	Math, Reading, Science Nights, Data Nights attendance, conferences social media, bright arrow, flyers		 yes
Section 6: HIGH SCHOOL NEEDS (9-12/Alternative Buildings)			
	Data Points		Rationale/Notes
A. What is the current graduation rate? B. What is the current dropout rate?			
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.)?			
	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?			
Guidance Notes 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 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.			





