

SCHOOL NAME

Banneker Elementary

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?	307(include Pre-K total); 248 (K-5); 59 (PreK)	324 total current enrollment count as of 3/21/22 (PK-5)	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)	196		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?	1:21		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?	1:21		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?	19		
F. How many students are severely handicapped? (SAILS 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?	174		
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=8279&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=8279&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.)	Math 4.2%; ELA 5.26%	Kansas Report Card 2020-2021	
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=8279&rptType=1	There is a disparity between our Hispanic and African American groups as well as Economic Disadvantage. The overall performance of the subgroups have been low and have large achievement gaps in learning.	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?		Currently we have an intervention teacher that has been focused on our Primary Grades to help close student achievement gaps. We are in need of an additional intervention teacher to meet the needs of our Intermediate Grades. We are in need of a Math and Reading Interventionist. Our data on KAP and FastBridge Data supports the need for additional support in Interventionist..	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.)	All teachers are Highly Qualified (Core-16, Specials 4)	Gen Ed Teachers (14); Pre-K (2) - currently	
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?	168 EI Students -SIOP, LETRS, BrainBased, Restorative Justice Practices	There is a need for campus SIOP training for our increasing ESL student population. LETRS Training. Professional Development of SIOP would provide staff with a research based framework for our Els. Brainbased learning needed to support learning of the whole child. In addition, training with learning styles of students is needed. Restorative Justice Training is needed to help build community, trust, and respect among teachers and students as well as students to students.	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?	Teachers have 225 minutes a week of planning		
E. How many classified instructional support staff are currently employed and how many are needed at this building?	5 (currently, ESL Aid, Early Childhood Associate, SPED Para, Tutor, Library Aid) 1(additional tutor needed)		
F. Are all your licensed teachers highly qualified and properly assigned?	Yes		
G. Do teachers and students have sufficient access to a variety of technology?	No	Not all teachers have document cams/all students have access to technology	
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			
A. What extended learning opportunities are provided?	List Activities/Items		Rationale/Notes
	Tutoring		However, tutoring has not been successful in meeting the needs of the students due to low amount of teachers willing to do extended day tutoring
B. What technology is needed to support the curriculum?	IXL, Imaginen Learning		This software is adaptive and can provide differentiation in individual practice for students in set standards and skills.
	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
C. Is the curriculum aligned with state standards?	X		
D. Are there appropriate and adequate instructional materials?		X	The curriculum does not meet the needs for teachers in teaching Writing Conventions, Phonics, Phonemic Awareness, Handwriting
E. Is current technology appropriate?	X		
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		
			The carpet needs to be replaced in the building due to student and adult allergies and asthma. The carpet in classrooms and hallways is the original carpet that is the building. It has made some staff sick. It would be more cost effective for the vynal flooring. In addition, the classrooms need to be painted. The existing walls are not bright and inviting for students to make the learning environment aestetically more inviting. There is wall that is coming apart from the wall.
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?	Coffee with the principal, Academic Nights		
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	Volunteering, Attendance, Academic Nights		
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		
D. What types of communication exists with parents and community? Is it adequate?	FA Teacher calls home		
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.)?	BLT Team		Principal, Assistant Principal, Instructional Coach, Teachers
	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?	X		Title funds have been used previously to help support these identified needs.(Staffing, Instructional Support/Intervention, Training)
			Refer to your site council and building leadership team, as well as Family Engagement Survey input. Guidance Notes 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.





