

Winn	Central Middle School
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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	
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	Data Points	Rationale/Notes from Building Administrator	Guidance Notes
A. How many students are enrolled at this school building?	723	Current enrollment is 730. Our enrollment prediction for the 2022-23 school year is 726 + an extra 50 students due to the change in boundaries = 776 students.	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)	550		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?	22:1		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?	22:1		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?	140		
F. How many students are severely handicapped? (SAILS 1)	none	We do not have this program	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?	322		
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=8316&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=8316&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 by 30% Fastbridge and KAP scores	90-95% of our students are performing below proficiency. The goal is to to mane a 10% increase everytime we take Fastbridge (3 x a year) and KAP interims (2X a year). See results for this year in the data link	
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=8316&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	
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	Data Points	Rationale/Notes	Guidance Notes
A. How many additional teachers are needed to meet the School Improvement Plan goals of this building?		The numbers of teachers I currently have include an extra science position I have purchased with Title IX funds. I have had three science vacancies all year. I collapsed a science position, a math position and a social studies position for the 2022-23 school year. This should alleviate the number of vacancies for the 2022-23 school year	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.)	39	Starting the 2022-23 school year, I will have the following vacancies: 6th grade science, and 7th grade math, 2- ESL positions, and 3 SPED positions. The boundary changes have added 50 more students to our enrollment.	
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?	Technology use in the classroom, SIOP training completion and SEL support	Teachers need support on how to integrate the use of their technology with classroom instruction. I have purchased smart TVs for every classroom. Teachers need training on developing lessons that integrate an effective use of the computers and the TVs to better deliver instruction and maintain student engagement. SIOP - we started the training for the staff but it was not completed. The ESOL staff member left the district and the training was not completed. We were trained in Mind UP for the SEL support, but need the extra support in implementing and practicing the strategies. The proposed position for a Restorative Justice coordinator at each school will be very helpful.	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?	236*2 = 472	Starting the 2022-23 school year, all teachers will have one plan time four times a week. One plan time a week is structured for PLCs and the other is personal plan.	
E. How many classified instructional support staff are currently employed and how many are needed at this building?	THE current ESL aide position has been filled for the 2022-23 school year	I currently have a vacancy for an ESL Aide. With the number of ESL students and the small number of certified staff in ESL instruction, we are in grave need extra support for our ELL students.	
F. Are all your licensed teachers highly qualified and properly assigned?	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
	X		
G. Do teachers and students have sufficient access to a variety of technology?		X	The internet in the building is not reliable. We have some classrooms where the internet service drops many times during the day.

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		The current counselor vacancy has been filled for the 2022-23 school year
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?	Field trips and guest speakers during and after tutoring services.	Diploma+ provides a variety of opportunities to connect their learning to the outside world. Our students have been on field trips, Videoconferencing with authors and scientists.	
B. What technology is needed to support the curriculum?	Chrome books- for the students, Smart TVs and iPads for the teachers	I purchased smart TVs for the teachers and will purchase iPads for the teachers for the 2022-23 school year. I have observed the teachers at the highschool effectively use iPads and Smart TV's to create engaging classroom instruction. The students were interacting with the technology, the teacher and each other.	
	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	Our Science curriculum is missing some of the kits. We have also requested additional kits so that each Grade level teachers can use the kits and the supplies to create hands on activities. These requests have not been granted. We did not receive the student consumable workbooks. This created a need for in house photocopies of the workbooks creating a hardship on teachers and our paper budget.
E. Is current technology appropriate?		X	Our teachers need iPads to project on the smart TV and eliminate the use of document cameras. The document cameras we have are in need of repair or need to be replaced. The iPad will be a better choice to replace the document cameras since the iPads will provide mobility to the teacher.

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?	X		Security of the mobile classrooms is a concern. There is no barrier to keep intruders away from the

Section 5: PARENTAL NEEDS

	List Activities	Rationale/Notes
A. What parental involvement opportunities do you currently offer?	Parent Teacher Association(PTA)	Our goals is to continue the development of parent involvement programs. We currently have one parent volunteer that helps at lunch and hallway supervision.
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	Increase opportunities for parents to participate	Parents have asked for English classes, tutoring for parents do they can help their children at home
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	This is another area of need. Parents need support in using the technology and learn to navigate Infinite Campus.
D. What types of communication exists with parents and community? Is it adequate?	We have a Family and Community Specialist (FACES)	This person's main role is to develop community engagement events, parent engagement events and provide support for our parents and students.

Section 6: HIGH SCHOOL NEEDS (9-12/Alternative Buildings)

	Data Points	Rationale/Notes
A. What is the current graduation rate?	NA	
B. What is the current dropout rate?	NA	

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.)?	9	Administrators, Instructional coaches, Multi-Tear System of Support Coordinator, Parent, Community specialist	
	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	

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

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