SCHOOL NAME	EUGENE WARE ELEMENTARY SCHOOL	

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?	243	We were higher this year and have lost students in the last couple of weeks. We currently have 239 and 2 virtual students, but our enrollment is very low in comparison to previous years were we have 310.	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)	195		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?	1:17	As I mentioned above our enrollment is down. If I were to go to 11 classroom teachers. I would lose 3 teachers, which would also mean one of my grade levels would only have one teacher. If I could at least have 13 classroom teachers, it would allow me to manage what I currently have. Our enrollment I truly feel will increase to previous numbers.	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?	25		
F. How many students are severly handicapped? (SAILS 1)	No Specialized Programs		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?	161		
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=8311&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=8311&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.)	Target - 40% - ELA Target - 35% - MATH		
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=8311&rptType=1	Spring 2021: Students w/disabilities = 30% proficient, ELL = 1% proficient, AA race = 16% proficient, Hispanic = 12% proficient, F/R = 13.4% proficient	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?	0			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 staff are highly qualified.			
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?	SIOP and continue with LETRS.		Our high ELL numbers and low performance on assessments support the need for more targeted SIOP Professional Development.	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 currently receive 225 minutes of planning each week.			
E. How many classified instructional support staff are currently employed and how many are needed at this building?	2		We have 2 ESL Aides.	

	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	x	I don't think teachers ever received training, but as we learn new apps we try to train within PLC or PD. Virtual training can work, but NOT all of the time.	
I. Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.?		x	In my 5 years at E. Ware, we have NOT had a librarian who I think would be a great support to the literacy needs of our students.	
J. Are principals and other key staff trained to provide instructional leadership to teachers?	x		Personal training and recent training within the district has been helpful. I look forward to the ability to attend conferences in person to gain additional leadership skills.	

Section 3: CURRICULUM NEEDS

	List Activities/Items	Rationale/Notes

A. What extended learning opportunities are provided?	KCKPS Summit Series, OG training for 2 staff		5 staff In the summer of 2021 attended OG training, which was a great training and resource for intervention for students who are struggling readers. 2 staff have requested further training.
B. What technology is needed to support the curriculum?	Incorporate a Math Intervention resource like Dreambox.		There is a lot of training and support occuring for reading instruction, but our Math scores need additional teaching.

	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		
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	We have two classrooms in a mobile unit which are not safe as students have to exit and enter the main buildig through a specific door and gain access by pressing a button, which the office staff will buzz them in. Our library is in a mobile classroom, which is quite small as well. Music is in the adjoining mobile to the library.
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	x		We have been in communication with facilities about a smell that is occuring in one of the mobile units. We have not been able to determine where the smell comes from. We have windows without screens and windows with torn screens.

Section 5: PARENTAL NEEDS

	List Activities	Rationale/Notes
A. What parental involvement opportunities do you currently offer?	Family Literacy/Math Night, Family Advocacy, Back to School Night, ASQ night, Carnival, Breakfast and Books	
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	We want our parents to attend academic nights to learn of ways to support their students. We want our parents to have a say in how we celebrate the success of our students. We are looking at having parent meetings in the Fall to assist	
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?	Family Literacy/Math Nights	These events have provided parents ways to help their children with academic needs at home in a fun way.
D. What types of communication exists with parents and community? Is it adequate?	Bright Arrow, FlyerConnect, Monthly newsletters, Weekly teacher communications	The school also has a Facebook and Twitter to communicate overall building events.

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	Guidance 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.)?	28	As different people participate in different committees within the building, all of these committees and their work is essential to helping to determine and support the needs of the building and students. (ie. Schedule committee - works on our master schedule with an understanding of the instructional minutes needed for students to be academics. BLT works on review our building data and identifying SEL needs, Academic Needs, PD needs, and Parent support needs. Our PTA is not fully functioning, but we recently had a meeting to jumpstart ways for them to engage this Fall.	*Refer to your site council and building leadership team, as well as Family Engagement Survey input.*

	Yes	No	Rationale/Notes *(If no, please provide detailed notes regarding identified needs.)*	*Guidance Notes*
B. Are Title II-A and Title V funds used to address the identified needs?			*I hope future plans for these funds will beSIOPtraining with possible on-going reflection and review of teaching and results. SPED is getting better in co-teaching, but certainly need time and training to make a viable teaching and learning support for our students.*	*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.*