

SCHOOL NAME	Claude Huyck Elementary
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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?	290	Currently 287- there is some amount of mobility throughout the school year	<i>Use 9/20/21 enrollment count; provide additional notes if there's been a change in your enrollment since the 9/20/21 count.)</i>
B. How many students enrolled at this building meet the definition of at-risk? (Free Lunch)	231	203 Free and 28 Reduced	<i>Per state at-risk funding guidelines, use the number of students eligible for 'free lunch' in your building per 9/20/21 enrollment count.</i>
C. What is the pupil-teacher ratio?	19	3rd Grade has 27 students per teacher, but other grades are much closer to the ration of 1:21	<i>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.</i>
D. What is the pupil-teacher ratio necessary to meet the needs of students and the School Improvement Plan goals of this building?	21 to 1	Ratio set by district	<i>Please use the district guidelines above. There will be another space for you to list any additional staffing requests.</i>
E. How many students have an IEP, including Gifted?	25		
F. How many students are severely handicapped? (SAILS 1)	0	No SAILS program in this building	<i>Provide the name of the specialized program(s) you have at your building, as well as any additional notes you relative to budget planning.</i>
G. How many students are English Language Learners?	120	Grades K-5	
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=8330&rpType=1		<i>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>
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=8330&rpType=1		<i>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>
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.)		We officially are working to improve scores by 10% in every subgroup, but are hoping for a much higher percentage raise this year as we have been in person all year.	
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=8330&rpType=1		<i>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.</i>

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	The number of teachers we have now is adequate for the number of students that we have. We are adding an Intervention Teacher position to help students that are struggling in the classroom and need some skill work to catch up to their classmates.	<i>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.</i>
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.)	15	We currently have one long term sub filling a classroom and have filled for next year this position now that the teacher has retired.	
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?		Time to work with grade levels to do long term planning and developing a strong understanding of the curriculum guides to provide strong Tier 1 instruction. We have put money aside to pay for subs to help with this, however, very few subs were available this year.	<i>Staff development requests need to be aligned to your SIP, MTSS, District Strategic Plan, and KESA - support for strong core instruction.</i>
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?	3	1 SPED Para, 2 ESL Aides	
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		
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

	List Activities/Items	Rationale/Notes
A. What extended learning opportunities are provided?		Summer School
B. What technology is needed to support the curriculum?		Continued usage of current technology- iPads, Chromebooks

	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		
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?		x	No repairs needed at this time
Section 5: PARENTAL NEEDS			
	List Activities		Rationale/Notes
A. What parental involvement opportunities do you currently offer?	Family Nights, Music Programs, Conferences		These are very well attended.
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	More involvement in parent groups		We do not have a PTA or Parent Group to support the school despite multiple efforts to get it restarted.
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 Nights usually center around this		We do a parent night centered around math, another around reading, that helps parents with skills that they can use in working with their children at home.
D. What types of communication exists with parents and community? Is it adequate?	Email, Text, Newsletters		I believe the attempts to communicate are adequate, but do not have a measure of it's effectiveness
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.)?	Leadership Team		There are 12 members on the Leadership Team that includes teachers, principal, coach, support staff, counselors and parent.
	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 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.

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.





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