

SCHOOL NAME	JOHN F. KENNEDY ELEMENTARY 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

	Data Points	Rationale/Notes from Building Administrator	Guidance Notes
A. How many students are enrolled at this school building?	428	Enrollment has increased since the 09/20/2021 count. Currently we have 442 students. Numbers since Covid have fallen. Prior to Covid, attendance averages maintained steady at or around 470 - 480.	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)	398		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?	45		
F. How many students are severely handicapped? (SAILS 1)	9	Specialized program - Deaf and Hard of Hearing (DHH)	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?	151		
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=8340&rptType=1	https://docs.google.com/document/d/1cd-3SkQF91JrRpENGJR7xug5JWon27S502e7k3JK0g/edit?usp=sharing	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=8340&rptType=1	https://docs.google.com/document/d/1cd-3SkQF91JrRpENGJR7xug5JWon27S502e7k3JK0g/edit?usp=sharing	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.)	Level 4: ELA 3rd-1%, 4th-0, 5th-3% Level 4: Math 3rd-4%, 4th-0, 5th-0	https://docs.google.com/document/d/1cd-3SkQF91JrRpENGJR7xug5JWon27S502e7k3JK0g/edit?usp=sharing	
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=8340&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

	Data Points	Rationale/Notes	Guidance Notes
A. How many additional teachers are needed to meet the School Improvement Plan goals of this building?	Two intervention teachers (one	Based upon the deficiencies in ELA and Math, two intervention teachers are needed to provide	If there is a need for additional class size reduction
B. How many qualified teachers are needed to meet the needs of students under the ESEA Guidelines which requires every		JFK is currently allocated 22 teachers.	
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan	Continued support needed for	Staff development is aligned to our SIP, MTSS, District Strategic Plan, and KESA - support for strong core	
D. How much planning time do teachers currently have above the negotiated agreement? If additional time is provided, do	Classroom teachers have		
E. How many classified instructional support staff are currently employed and how many are needed at this building?	One classified staff member -	Fastbridge data, SES data (SABRES, office referrals, etc.), and formative data have indicated	
	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
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?	Yes		
H. Is staff properly trained to incorporate technology into the classroom?	Yes		
I. Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.?	Yes		
J. Are principals and other key staff trained to provide instructional leadership to teachers?	Yes		

Section 3: CURRICULUM NEEDS

	List Activities/Items	Rationale/Notes	Guidance Notes
A. What extended learning opportunities are provided?	Grade levels provide tutoring		
B. What technology is needed to support the curriculum?	On going needs include:		
	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
C. Is the curriculum aligned with state standards?	Yes		
D. Are there appropriate and adequate instructional materials?	Yes		
E. Is current technology appropriate?	Yes		

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?	Yes			
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?		No		
Section 5: PARENTAL NEEDS				
	List Activities		Rationale/Notes	
A. What parental involvement opportunities do you currently offer?	When Covid constraints lift -			
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee	Site Council and PTO			
C. What types of parent training programs (<i>teaching parents how to give student help with homework, teaching parents how to use</i>	During FAS events, parent			
D. What types of communication exists with parents and community? Is it adequate?	All teachers use ClassDojo.			
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	Input is secured from			
	Yes	No	Rationale/Notes (<i>If no, please provide detailed notes regarding identified needs.</i>)	Guidance Notes
B. Are Title II-A and Title V funds used to address the identified needs?		No	Title I buildings use Title I funds for professional development. Title IIA funds are used to support	Title I buildings use Title I funds for professional

Refer to your site council and building leadership team.

Title I buildings use Title I funds for professional





