HAZEL GROVE 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?	541		*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)	424		*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	25 classroom teachers (average 20), 3 Interventionist; 4 SpEd teachers (average 19), 5 specials teachers (average 20), 2 ELL teachers (average 106)	*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	25 classroom teachers (average 20), 3 Interventionist; 4 SpEd teachers (average 19), 5 specials teachers (average 20), 2 ELL teachers (average 106)	*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?	79		
F. How many students are severly handicapped? *(SAILS 1)*	0	n/a	*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?	216	2 teachers average 108 students each	
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=8332&rptType=1	KAP 2020.21	*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=8332&rptType=1	KAP 2020.21	*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.)*	15% (Math) / 10% (ELA)		
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=8332&rptType=1	There are no significant disparities. Hispanic students show a 2% increase in not meeting proficiency in both subjects, African American show a 2% increase of not meeting proficiency in ELA. Overall, sub populations reflect buiding data.	*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.)*	38	(4) Kindergarten, (4) First, (4) Second, (4) Third, (4) Fourth, (4) Fifth, (3) Intervention; (1) Physical Education, (1) Art, (1) Music, (1) Strings, (1) Library, (2) ELL, (4) Special Education,	
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?	MTSS, Trauma Resilience, LETRS, 95%, SIOP, Culturally Relevant Teaching Plan	Based on the large population of ELL (39.5%) of stusnets, our team will need to invest in training or the SIOP instructional and planning model. In addition, the significant gaps in studnets in K-2 will also require additional traiing in the Science of Reading and other instructional resources. We have also introduced classroom/instructional planning for behavior with our behavior health team and will continue to develop training and programming to support studnet needs.	*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?	290 minutes/week (plus 70)	We are in exccess of 225 required minutes for classroom teachers. Additional time and resources are needed for specials teachers.	
E. How many classified instructional support staff are currently employed and how many are needed at this building?	7	(2) SpEd, (2) ELL, (3) General education; **NEED** (1) additional SpEd para to support out 4th & 5th grade students (this position has NOT been filled since 2020 and was under review by Dr. Lawrie at the start of the 2021.22 SY	

	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	Continuous CANVAS training is requested
I. Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.?	X		(1) Librarian, (2) Counselors, (1) Social Worker, (1) Instructional Interventionists, (2) ELL, (1) Nurse, (1) School Psychologist, (1) Speech Pathologist
J. Are principals and other key staff trained to provide instructional leadership to teachers?	X		Principal, AP, and IC have all expereince as curriculum coordinators or instructional coaches. Marzano Instructional framework, adaptive schools training, and student focused coaching.

Section 3: CURRICULUM NEEDS

	List Activities/Items	Rationale/Notes

A. What extended learning opportunities are provided?	PLTW, Connector, Afterschool Math, Battle of the Books, Girls on the Run, Spelling Bee, Student Council, Young Leaders of Tomorrow, Drill Team, Yearbook, News Team, FirstTee		PLTW fees & materials, extra duty pay tutoring, stipends for academic and other clubs
B. What technology is needed to support the curriculum?	3D printer		Project based learning and PLTW, module based learning, Connector/College & Career supplies/materials
	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	Some materials are provided for project based learning and PLTW, module based learning, Connector/College & Career supplies/materials

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	Sidewalks, parking lot, ceiling/roof

Section 5: PARENTAL NEEDS

	List Activities	**Rationale/Notes**
A. What parental involvement opportunities do you currently offer?	PTA, Classroom Grandparents, Parent University, MindUp Parent Nights, Together Tuesday, School Improvement Team	Indicator 5607 - providing parents with practical guidance to maintain regular and supportinve verbal interactions with their children.
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	Increased participaton at school events, solicit community partnerships, increased mentorship in Parents as Partners, increased participation in School Improvement Team	Caring For Kids partnership, regular afterschool and weekend events, tiered skill and support programs
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?	Together Tuesday (monthly parent education & supprt toics), Parent University (behavior health team seminars)	Caring For Kids partnership, regular afterschool and weekend events, tiered skill and support programs
D. What types of communication exists with parents and community? Is it adequate?	Newsletters, ClassTag, Brite Arrow, Principal Coffee & Chat (monthly)	

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.)?	School Improvement Team, Parent Surveys, Building Leadership Team		Participants: Principal, Assistant Principal, 2 Counselors, Instructional Coach, Social Worker, Nurse, 3 Parents, 14 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	

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.