

<b>SCHOOL NAME</b>	<b>Lindbergh Elementary</b>
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<b>KCKPS Building Needs Assessment 2022-2023 Budget Planning (HB 2067)</b> 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.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <a href="https://docs.google.com/document/d/14VXaR11a_UWm-hznTvjVNueGE4MIMgJhv9RrQmq17R4/edit?usp=sharing">Lindbergh Data Link: https://docs.google.com/document/d/14VXaR11a_UWm-hznTvjVNueGE4MIMgJhv9RrQmq17R4/edit?usp=sharing</a> </div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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<b>Section 1: STUDENT NEEDS</b>
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	Data Points	Rationale/Notes from Building Administrator	Guidance Notes
A. How many students are enrolled at this school building?	195	My enrollment changes throughout the year. At times, it can increase to 230.	<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)	151	An additional 16 students meet the requirements for reduced lunch. This makes Lindbergh's population that receive Free and Reduced 85%.	<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?	1:21	First grade are below the ratio due to adding one additional teacher with federal funding.	<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 averages 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?	1:21		<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?	26		
F. How many students are severely handicapped? (SAILS 1)	0		<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?	79		
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.)		<a href="https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8342&amp;rptType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8342&amp;rptType=1</a> We have seen significant improvement in our Reading Intervention data and FastBridge Data. This is due to our Reading Intervention in grades K-5 daily, using 95% Intervention resources. Within the spreadsheet are our updated proficiency levels according to FastBridge Data.	<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.)		<a href="https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8342&amp;rptType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8342&amp;rptType=1</a> We have seen significant improvement in our Math data due to small group intervention, IXL, and Math tutoring. Updated proficiency levels according to FastBridge data are included in the spreadsheet.	<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.)	80% in English Language Arts and Math	This goal is a K-5 goal. We are focused on improving our Tier 1 instruction across the building. We are working to achieve 80% on grade level in ELA and 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.)		<a href="https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8342&amp;rptType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8342&amp;rptType=1</a> Please review the below spreadsheet: <a href="https://docs.google.com/document/d/14VXaR11a_UWm-hznTvjVNueGE4MIMgJhv9RrQmq17R4/edit?usp=sharing">https://docs.google.com/document/d/14VXaR11a_UWm-hznTvjVNueGE4MIMgJhv9RrQmq17R4/edit?usp=sharing</a>	<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>

<b>Section 2: STAFF NEEDS</b>
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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?	0	N/A	<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.)		11 Classroom Teachers- One Vacancy 3 Student Learning Center Teachers- One Vacancy, Two Reading Intervention Teachers- No Vacancies	
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?		Reading Intervention Training with Instructional Coach (Tier II Intervention), FastBridge Assessment Training when reviewing reports, Continued training and support for a Trauma Sensitive Classroom.	<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?	320/225	We meet weekly for Data Professional Learning Community. We are not needing additional time.	
E. How many classified instructional support staff are currently employed and how many are needed at this building?	1 Student Learning Center Paraprofessional, 1 Reading Intervention Aide	We are in need of two additional Student Learning Center Paraprofessionals to ensure that Individual Education Plans are met for our students.	
	<b>YES</b>	<b>No</b>	<b>Rationale/Notes (If no, please provide detailed notes regarding identified needs.)</b>
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		
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?	Varsity Tutoring, IXL, Reading Intervention	Reading Intervention is k-5. I am needing an additional intervention teacher.	
B. What technology is needed to support the curriculum?	IPADS, IXL, Imagine Learning		
	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		Bathrooms and water fountains need to be updated. We also have hallways, classrooms, and gym floors that need to be replaced due to asbestos. Last, our gym needs to be painted and the bleachers need to be replaced.
Section 5: PARENTAL NEEDS			
	List Activities	Rationale/Notes	
A. What parental involvement opportunities do you currently offer?	Literacy Night in the Fall and Spring, Math and Art Night in Spring, -Black History Month Engagement Family Activity	Many of our activities were virtual or drive-thru this year.	
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	Increased attendance for conferences and communication with teachers.	We currently send out grade level and building newsletters weekly through Bright-Arrow and Smores.	
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?	Enrollment, Social Work Resources	Would like to provide quarterly Social Worker and Counselor learning sessions for parents on trauma.	
D. What types of communication exists with parents and community? Is it adequate?	Grade Level Newsletter, Building Newsletter, Family Advocacy, Phone, Email	Weekly newsletters are sent home through Bright Arrow using SMORES. This allows are newsletters to be translated in multiple languages.	
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 (teachers, principal, counselors, support staff, parent, etc.)?	Leadership Team, Behavior Health Team		
	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		
			<p><i>Refer to your site council and building leadership team, as well as Family Engagement Survey input.</i></p> <p><b>Guidance Notes</b></p> <p><i>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.</i></p>





