

**Grant Elementary School**

**Grant 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?	293	300 as on 3/9/22	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)	293		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?	1:14		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?	Same	1:14 is fine, but we have many grade levels that are at 1:26 because we only have two teachers at a grade level. We need to keep 3 teachers at each grade level in order to keep this ratio, which means we need to have the ATF back that we lost.	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?	36		
F. How many students are severely handicapped? (SAILS 1)	0	No special programs located here	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?	74		
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=8292&amp;rpType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8292&amp;rpType=1</a>		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.)	<a href="https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8292&amp;rpType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8292&amp;rpType=1</a>		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.)		Our goal is for 40% of our students to reach a level 3 or 4 on the Math and ELA state assessments.	
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=8292&amp;rpType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8292&amp;rpType=1</a>	We are a CSI/TIS school due to our low performance, but also our subgroup disparities. We are making growth in these disparities, but have not closed the gaps yet.	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?		We have been allocated 17 FTE classroom teachers. Based on current enrollment, we would have to go from three to two kindergarten classrooms. However, the last two years (and this year) our kindergarten numbers have been very low for the Sept. 20 count. By mid-year, we went to two kindergarten classes this year and currently have 23 students in each of the classes. It also creates a problem if we can't get sub teachers, as when one of these teachers is out the students cannot be combined into the same grade level and miss learning for the day. Earlier this year, we lost an FTE. We gave up a certified reading intervention teacher, which has dramatically lowered the number of students who receive regular reading intervention.	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.)	2	I have two current vacancies for classroom teachers.	
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?	SIOP, Restorative Justice, PBIS		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?	0		
E. How many classified instructional support staff are currently employed and how many are needed at this building?	2 general funded (would like to see 3) - 1 title funded (Recovery Room monitor).	One sped para and one esl para - would like to request an additional sped para as we are not currently meeting IEP minutes. We also wish to add a full time family liaison.	
	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	We need more in person Canvas training and support.
I. Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.?		X	Our data show we need an additional counselor.
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?	After School Tutoring, Boys to Men and Sisterhood Klub	These both take place Tuesdays and Thursdays. Tutoring students are 6 per grade level and focus for 30 min on math and 30 min on reading. Boys to Men and Sisterhood Klub is for any 3rd-5th grade student and they work on leadership and career exploration. We have added transportation home from these events now as well.	
B. What technology is needed to support the curriculum?	none		
	<b>Yes</b>	<b>No</b>	<b>Rationale/Notes (If no, please provide detailed notes regarding identified needs.)</b>
C. Is the curriculum aligned with state standards?	X		
D. Are there appropriate and adequate instructional materials?		X	We need updated classroom libraries.
E. Is current technology appropriate?	X		I used building Title funds to purchase staff ipads, as they were essential.
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 are using every classroom we have, and have intervention teachers teaching at tables in hallways. We also have our ESL and para educator staff housed in classrooms with general education teachers, and do not have their own space. Next year, I will most likely have to have our music teacher be traveling from room to room and use her space for student mental health space.
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	X		Our building is starting to have some significant issues. We frequently have plumbing issues, currently we have active leaks inside and on awnings, and we also lose internet and phone service when it rains. We blow breakers all the time just by using the microwave. We also have had three staff injuries this year due to students attacking staff. We have an office that could be converted into a seclusion room, but would need funding to add padding to the walls and proper window added to the door so that staff can view the student in seclusion at all times. This request comes as a part of the follow up to staff injury reports.
Section 5: PARENTAL NEEDS			
	List Activities	Rationale/Notes	
A. What parental involvement opportunities do you currently offer?	math night, Watch Dogs, music nights, FA	We have this as a target area for growth, but are struggling to get our families actively engaged.	
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	FA attendance increased to at least 80% participation	Currently we have 65% of families participating in FA.	
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?	parent center	We have a parent center in the front of the building available by appointment to learn the technology.	
D. What types of communication exists with parents and community? Is it adequate?	No - we use Bright Arrow currently. We also use S'more for weekly classroom and building newsletters.	We had the most success when teachers could use Talking Points.	
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	
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.)?	All staff were given opportunities to provide input. Two parents serve on the Leadership Team and were asked for input. We run some decisions through our student council as well.		
	<b>Yes</b>	<b>No</b>	<b>Rationale/Notes (If no, please provide detailed notes regarding identified needs.)</b>
B. Are Title II-A and Title V funds used to address the identified needs?		X	
			<b>Guidance Notes</b> 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.





