

SCHOOL NAME	Lowell Brune
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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?	419		<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		<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?	19:01	22 teachers for 403 students.	<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?	17-18:1	Going down to 20 teachers next year will start us off at 21:1	<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?	54		
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?	111		
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=8408&rptType=1	https://docs.google.com/spreadsheets/d/1sQPbkXZBmQ02SngJ2MbcBr25Zl2HjnSxM1LOZhPcbpk/edit?usp=sharing
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=8408&rptType=1	https://docs.google.com/spreadsheets/d/1sQPbkXZBmQ02SngJ2MbcBr25Zl2HjnSxM1LOZhPcbpk/edit?usp=sharing
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.)	70% of students scoring proficient or above on KAP		<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>
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=8408&rptType=1	Information from the KSDE report card indicates that the gap in both math and reading, were from our African American and ELL students. In math, our highest proficient subgroup was 20.74% and in ELA the highest subgroup was 32.69%.	<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		<i>If there is a need for additional class size reduction</i>
B. How many qualified teachers are needed to meet the needs of students under the ESEA Guidelines which requires every	23		
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan	Continued PD around the	Teachers in grades K-3 will be using a new reading curriculum next year, and teachers in	<i>Staff development requests need to be aligned to your</i>
D. How much planning time do teachers currently have above the negotiated agreement? If additional time is	0	1 will budget for substitutes to give teachers additional time for long range planning. Due	
E. How many classified instructional support staff are currently employed and how many are needed at this building?	3	1 purchase one instructional aide to support our struggling readers. Plus, we have an ESL	
	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?		No	We would like to get more staff trained on how to use technology (iPads) in the classroom
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	
A. What extended learning opportunities are provided?	Tutoring, Girls on the Run,		
B. What technology is needed to support the curriculum?	Continue the use of Moby Max,	To help reinforce the curriculum and to help teachers and parents monitor the student's	
	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?		Back to School Night, Family	
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee		Next year we would like to boost our parent involvement by adding back a few of the	
C. What types of parent training programs (<i>teaching parents how to give student help with homework, teaching parents how to use</i>		We would like parents to be	
D. What types of communication exists with parents and community? Is it adequate?		Math and Literacy nights	
		Phone calls Yes	
		We would like to hold coffee and chat meetings where school administration and parents	
		We would like to hold a math and literacy night to hand out instructional support strategies	
		Would like more translation services for our Burmese population.	
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		15 Members of our leadership team.	
		Refer to your site council and building leadership 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?		Title money is used for ELL endorsement, responsive classroom training, Math and Literacy conferences.	
		Guidance Notes	
		Title I buildings use Title I funds for professional	





