

<b>SCHOOL NAME</b>	<b>M. E. Pearson Elementary</b>
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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.

<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?	597	Of this, 38 are early childhood students.	<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)	Free: 460; Reduced: 58		<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 to 1	This number includes PK numbers/classrooms as well. It does not include our STEPS classrooms.	<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?	Our pupil-teacher ratio is right where we need to be.		<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?	87		
F. How many students are severely handicapped? (SAILS 1)	We have 2 STEPS Classrooms with a total of 14 students.		<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?	472		
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=8358&amp;rptType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8358&amp;rptType=1</a>	2019 KAP Info: 78.59% of students did not meet proficiency; 2021 KAP Info: 84.56% of students did not meet proficiency	<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=8358&amp;rptType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8358&amp;rptType=1</a>	2019 KAP Info: 79.25% of students did not meet proficiency; 2021 KAP Info: 90.3% of students did not meet proficiency.	<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.)	Target for ELA--40%; Target for Math--40%	<u>In 2019, there were no disparities between subgroups. In 2021, there was a disparity between the African America group and all other subgroups for both ELA and Math. While all other groups showed about 10% meeting proficient in math, African Americans were at 0%. For ELA, African Americans were at 7.14% meeting proficiency, while all other subgroups were around 15%.</u>	<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>
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=8358&amp;rptType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8358&amp;rptType=1</a>		

<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?			<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.)	All staff are highly qualified.	We would like to provide PD prior to the start of the school year spending a quality chunk of time within each area. Utilizing the GVC and the resource, we want teachers to be able to plan using the resource the way it is intended to be used. CKLA will be brand new for K-3; Eureka, because of the number of new teachers each year we want to get back to the basics of planning for math so that all components are evident during a lesson.	
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?	Eureka, CKLA, HGSS		<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?	0 minutes		
E. How many classified instructional support staff are currently employed and how many are needed at this building?		Outside of our specialized program paras, early childhood teacher associates and ESL Aides, we do not have any classified instructional support staff.	
F. Are all your licensed teachers highly qualified and properly assigned?	<b>Yes</b>	<b>No</b>	<b>Rationale/Notes (If no, please provide detailed notes regarding identified needs.)</b>
G. Do teachers and students have sufficient access to a variety of technology?	xx		
H. Is staff properly trained to incorporate technology into the classroom?	xx		
I. Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.?	xx		
J. Are principals and other key staff trained to provide instructional leadership to teachers?	xx		

<b>Section 3: CURRICULUM NEEDS</b>
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	List Activities/Items	Rationale/Notes

A. What extended learning opportunities are provided?	Tutoring		Currently tutoring is provided for 3-5 only during the school day via Varsity Tutors. Want to continue provide tutoring that hits more than a few students (what typically happens with after school tutoring).	
B. What technology is needed to support the curriculum?	None			
	<b>Yes</b>	<b>No</b>	<b>Rationale/Notes</b> <i>(If no, please provide detailed notes regarding identified needs.)</i>	
C. Is the curriculum aligned with state standards?	xx			
D. Are there appropriate and adequate instructional materials?	xx			
E. Is current technology appropriate?	xx			
<b>Section 4: FACILITY NEEDS</b>				
	<b>Yes</b>	<b>No</b>	<b>Rationale/Notes</b> <i>(If no, please provide detailed notes regarding identified needs.)</i>	
A. Is there adequate space for student learning?		xx	Currently, classroom sizes on the north side of the building upstairs are not adequate for an average class size.	
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	xx		We would like the upstairs north side to be reconfigure just like the south side was done last summer. This does create a loss of 2 classrooms so to offset this, it is possible to redesign the student union space to create an additional classroom.	
<b>Section 5: PARENTAL NEEDS</b>				
	<b>List Activities</b>		<b>Rationale/Notes</b>	
A. What parental involvement opportunities do you currently offer?	3 FAS this year		<b>Hoping to be back to normal activities for next year and have more activities for families.</b>	
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	We have good parent involvement in our building.		For conferences, we have close to 100% participation from parents whether in person, phone call or Zoom.	
C. What types of parent training programs <i>(teaching parents how to give student help with homework, teaching parents how to use technology that students will be required to use, etc.)</i> are provided?	None this year We currently utilize Flyer Connect and Bright Arrow (Bright Arrow Chat next year). Our teachers also utilize other messaging platfomrs to communicate with parents if parents were not successful at setting up Flyer Connect. It is adequate for our building needs.			
D. What types of communication exists with parents and community? Is it adequate?				
<b>Section 6: HIGH SCHOOL NEEDS (9-12/Alternative Buildings)</b>				
	<b>Data Points</b>		<b>Rationale/Notes</b>	
A. What is the current graduation rate?				
B. What is the current dropout rate?				
<b>Section 7: OTHER</b>				
	<b>Data Points</b>		<b>Rationale/Notes</b>	
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.)?	Principal and Asst Principal completed the building needs.		We used input from previous conversations with our building leadership team.	<i>Refer to your site council and building leadership team, as well as Family Engagement Survey input.</i>
	<b>Yes</b>	<b>No</b>	<b>Rationale/Notes</b> <i>(If no, please provide detailed notes regarding identified needs.)</i>	<b>Guidance Notes</b>
B. Are Title II-A and Title V funds used to address the identified needs?		xx		<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>





