

**SCHOOL NAME**

**QUINDARO**

**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?	330		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)	263		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		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		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?	60		
F. How many students are severely handicapped? (SAILS 1)	0		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?	164		
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=8305&amp;rptType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8305&amp;rptType=1</a>		Use 2021 Summative KAP data provided. If you provide a link, please make it <b>VIEW ONLY</b> , 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=8305&amp;rptType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8305&amp;rptType=1</a>		Use 2021 Summative KAP data provided. If you provide a link, please make it <b>VIEW ONLY</b> , 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.)	Target for ELA - 80%; Target for Math - 80%		
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=8305&amp;rptType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8305&amp;rptType=1</a>	ELA - compared to ALL 3-5 students, ELL and Black students are 3 percentage points higher; Hispanic students scored better with a -3 percentage point difference. Math - compared to ALL 3-5 students, ELL and Black students are 1 percentage point higher; Hispanic students scored better with a -1 percentage point difference.	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?	2 Math Interventionists. Please see data notes.	Based on our building data as outlined in the section above, we have a great need for Tier 3 intense intervention for a large number of students. Based on 21-22 Winter ELA data, 78% of K-2 students are at "Some Risk" and "High Risk"; Based on 21-22 Winter Math data, 66% of Kdg, 77% of 1st, and 67% of 2nd grade students are at "Some Risk" and "High Risk"; Based on 20-21 KAP ELA data, 88% of 3-5 grade students are Level 2 and below; Based on 20-21 KAP Math data, 97% of 3-5 grade students are Level 2 and below; I would like to pay for our specials teacher to remain at our building full time. Our PE teacher has a reading endorsement that I could use for additional reading intervention support due to our large numbers of High Risk students. In addition, we could flexibility in scheduling to allow for teacher collaboration.	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.)	19		
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?	Trauma sensitive PD, Restorative Practices, Diversity & Equity,		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?	225 Minutes		
E. How many classified instructional support staff are currently employed and how many are needed at this building?	2 Paras, 1 ESL aide, 1 Library aide, none are needed		
F. Are all your licensed teachers highly qualified and properly assigned?	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
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			
A. What extended learning opportunities are provided?	List Activities/Items		Rationale/Notes
B. What technology is needed to support the curriculum?	Tutoring Student Devices		
	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		Library repairs have been discussed. Library is a constant distraction and should be closed off to help with noise volume and distractions that can occur. Quindaro is an "open concept" design school with no doors or walls. The building also has plumbing issues along with outdated and decrepit sinks and water fountains.
Section 5: PARENTAL NEEDS			
	List Activities		Rationale/Notes
A. What parental involvement opportunities do you currently offer?	Literacy Night, Math Night, Art Show/Music Concert, Science Fair, EOY Breakfast/Awards Ceremony.		
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	Greater attendance during FA Conferences, Increase participation in school evening events		
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?	None		
D. What types of communication exists with parents and community? Is it adequate?	Monthly school newsletters, Bright Arrow messages, Flyer Connect communications, teacher contact.		As a school team, we would like to see parents communicate more digitally. We do not have many parents who are digitally literate or they do not have access to or wifi. The lack the proper knowledge of apps and completing important information digitally is a struggle for our parents. Our main source of communication comes from paper and phone calls.
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.)?	Title I committee and Building Leadership Team		Title I team consist of one parent
	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	Title I building
			<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>





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