

SCHOOL NAME	TA Edison
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?	203 (K-5) 35 (PreK)		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)	159 (K-5) 26 (PreK)		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 to 17		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 to 17		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?	47		
F. How many students are severely handicapped? (SAILS 1)	Pre School -35. STEPS students - 7 BSC students - 10	We have 3 specialized programs requires the purchase of additional instructional material/supply items that support differentiated learning.	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?	88		
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=8287&rptType=1		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.)	https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&bldg_no=8287&rptType=1		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.)	Target for ELA - 35%. Target for Math - 35%		
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=8287&rptType=1From	From 2019 to 2021, TA Edison had a 4% decline in math proficiency for All Students (27 to 20.3) an	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?	1. We are asking for 1 additional teacher that we will use as an Intervention Teacher. 2. We are asking for an additional teacher that will be used as a classroom teacher.	Our building data shows that students are not yet meeting proficiency. The purchase of an intervention teacher aims to address issues early to prevent further learning delays. The purchase of a class size reduction teacher will replace the reduction of a teacher due to lower enrollment numbers. We would like to keep 2 teachers in each grade level to reduce class size and to keep each teacher having a teaching partner.	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.)	All staff are highly qualified		
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?	LETRS Training, additional training around SEL practices (Trauma Informed Instruction).	We feel that the LETRS professional development will continue to strengthen core instruction in all grades. In addition, more professional development around Trauma Informed Instruction (and Social-Emotional Learning) would benefit all students.	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?	Teachers have 225 minutes of plan time each week.	We use our allocation of Specials Teachers and Intervention Teacher to provide grade level common planning time which is used for additional time for PLC (Professional Learning Community) meetings.	

E. How many classified instructional support staff are currently employed and how many are needed at this building?	1 ESL aide, 1 library aide, 1 Teacher Assistant (PreK), 2 STEPS SPED paraprofessionals, 4 BSC SPED paraprofessionals	
F. Are all your licensed teachers highly qualified and properly assigned?	<input checked="" type="checkbox"/>	
G. Do teachers and students have sufficient access to a variety of technology?	<input checked="" type="checkbox"/>	
H. Is staff properly trained to incorporate technology into the classroom?	<input checked="" type="checkbox"/>	
I. Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.?	<input checked="" type="checkbox"/>	
J. Are principals and other key staff trained to provide instructional leadership to teachers?	<input checked="" type="checkbox"/>	

Section 3: CURRICULUM NEEDS

	List Activities/Items	Rationale/Notes
A. What extended learning opportunities are provided?	Summer School, after school tutoring,	
B. What technology is needed to support the curriculum?	None	
#VALUE!	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C. Is the curriculum aligned with state standards?	<input checked="" type="checkbox"/>	
D. Are there appropriate and adequate instructional materials?	<input checked="" type="checkbox"/>	
E. Is current technology appropriate?	<input checked="" type="checkbox"/>	

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?	<input checked="" type="checkbox"/>		
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?		<input checked="" type="checkbox"/>	

Section 5: PARENTAL NEEDS

	List Activities	Rationale/Notes
A. What parental involvement opportunities do you currently offer?	Family nights at school, Family Advocacy Meetings multiple times throughout the year, quarterly grade updates, assessment results	
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	We want parents involved in the Site Council, attending FAS conferences with teachers and attending Family Night activities. We would like parents to be involved in their child's classroom experience. We would love to have an active PTA at our school	Research shows a strong correlation between parent/home involvement and student achievement.
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?	In addition to Back to School Night, at the beginning of the year we offer a "Family Data Night" and a "Homework Help" night each semester to aide parents in working at home with their students.	Family Data Night introduces families to the assessments students will be taking that year and what parents can do support their child. Homework help evenings give tips/strategies to parents of how to work with students on homework and how to enhance/expand from what we are learning at school.

D. What types of communication exists with parents and community? Is it adequate?	We send monthly school newsletters. Teachers communicate with families on a weekly/if not daily basis. We use Bright Arrow to communicate with families. We provide interpreters to communicate with families that speak another language, we translate newsletters/print that is sent home into their home language.			
Section 6: HIGH SCHOOL NEEDS (9-12/Alternative Buildings)				
A. What is the current graduation rate?	Data Points		Rationale/Notes	
B. What is the current dropout rate?	N/A			
Section 7: OTHER				
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.)?	Data Points		Rationale/Notes	
B. Are Title II-A and Title V funds used to address the identified needs?	Yes	No	Rationale/Notes <i>(If no, please provide detailed notes regarding identified needs.)</i>	
		X	<p>One teacher from each grade level, 2 Special Education Teachers, 1 Specials Teacher, 1 paraprofessional, 1 EC teacher, the Instructional Coach, the principal, 2 parents and 1 community member.</p> <p>16</p> <p><i>Refer to your site council and building leadership team, as well as Family Engagement Survey input.</i></p> <p>Guidance Notes <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>	



