

SCHOOL NAME

Welborn 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?	546	We are now at 578 at the building with two new students starting soon.	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)	87% free and reduced		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?	22:01	Twenty six classroom teachers . 6 Kinder Teachers, 4 1st Grade Teachers, 4 2nd Grade Teachers, 4 3rd Grade Teachers, 4 4th Grade Teachers and 4 5th Grade Teachers.	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?	20:01	We have 27 classroom teachers.	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?	92		
F. How many students are severely handicapped? (SAILS 1)	2	There are two students that we believe could be in a Specialized Placement due to needs.	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?	202	Students meeting proficiency were at 45%	
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=8352&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=8352&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.)	35% like the state		
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=8352&rptType=1		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?	29 Classroom teachers, 3 ESL Teachers and 5 SPED Teachers	Our classrooms this year in the tested grades are at 25-26. This makes it difficult to meet in small groups with our students who need additional supports. We would benefit from having more ESL Support in all grade levels. We currently have 2 teachers and one ESL Aide. Our Special Education Team has just 2 teachers, we likely won't see improvement in this subgroup due to this. Our African American group did well, and we ARE closing this gap.	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.)	We have 2/4 long term substitutes in our Special Education classrooms.	We need 5 Special Education Teachers to meet the needs of our students. We have 578 students, of those 92 students are identified as special education.	
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?	BIST, WBT, Kagan, Deescalation and continued work with the SOR.	Our students need to be actively engaged in the learning. They are very capable and can excel if given quality instruction the way that they need it. They also need teachers capable of providing the right kind of supports and language that will lead to deescalation. Additionally we know that if students struggle academically it can lead to behaviors, if all teachers have the understanding of how students learn to read our students will be ready to read and learn at grade level.	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?	50 minutes	We utilize our building budget to provide full day subs for PLC's. These PLC's have worked on planning, data, interventions, monitoring and formative assessment this year. They've also given us time to see model classrooms in the building and outside the building.	
E. How many classified instructional support staff are currently employed and how many are needed at this building?	Three classified employees. They include our Parent Liasion, Classroom Aide and Recovery Room.	We could use 2 more Instructional Aides at Welborn. We could then have our Aides at multiple grade levels to assist with more one on one support. The aides could do the Fastbridge Interventions with fidelity.	
	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		No, we only have 2 Special Education Teacher's from December- May. We need at least 3 more and this job is not posted. We used our Reading Interventionist and a retired teacher to support students from December- May.
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	We have one Social Worker and we need 2. We have 2 counselor's and we need 3. We could also use a Behaviorist that is trained to provide support for students with severe emotional problems.
J. Are principals and other key staff trained to provide instructional leadership to teachers?	x		We don't have the time needed to help teachers learn about the Science of Reading. LETRS Training has been helpful, but we need the time with them to follow up with implementation.

Section 3: CURRICULUM NEEDS

	List Activities/Items	Rationale/Notes
A. What extended learning opportunities are provided?	Summer School, Tutoring	To support struggling students.
B. What technology is needed to support the curriculum?	iXL, Reflex, Raz Kids	
	Yes No	Rationale/Notes <i>(If no, please provide detailed notes regarding identified needs.)</i>
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 <i>(If no, please provide detailed notes regarding identified needs.)</i>
A. Is there adequate space for student learning?		x	We are at 578 students. We need to look at the numbers in other schools. Our students are bussed past these schools with low numbers.
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?		x	One way we could better utilize our space is to have some sort of closable system on our Flex Space. In case of need we could section this off and use it as a room as needed.

Section 5: PARENTAL NEEDS

	List Activities	Rationale/Notes
A. What parental involvement opportunities do you currently offer?	Family Nights Quarterly, PTA Nights, Concerts, FAS Days	
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	We use many different incentives to have our students at school.	We recognize parents and families of the quarter who have their students at school.
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?	We offer training at FAS, before and after school	
D. What types of communication exists with parents and community? Is it adequate?	We use Bright Arrow with S'MORE. Parents report that they are adequate.	

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 <i>(teachers, principal, counselors, support staff, parent, etc.)</i> ?	We met as a PLC and went over what was needed at Welborn. There was one parent present, 1 counselor, 1ESL Teacher, 10 Classroom Teachers and one SPED Teacher.	
	Yes No	Rationale/Notes <i>(If no, please provide detailed notes regarding identified needs.)</i>
B. Are Title II-A and Title V funds used to address the identified needs?		<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>





