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| SCHOOL NAME | Silver City |
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| KCKPS Building Needs Assessment 2022-2023 Budget Planning (HB 2067) |
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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.

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| Section 1: STUDENT NEEDS |
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| | Data Points | Rationale/Notes from Building Administrator | Guidance Notes |
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| A. How many students are enrolled at this school building? | 275 | As of March 24, there are 279 students enrolled | 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) | 246 | These are the number of students eligible for "free lunch" | 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 | This is only an average across grade levels | 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 averages 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 | 21 students allows for even numbers for small groups instruction and partnerships | 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? | 44 students | | |
| F. How many students are severely handicapped? (SAILS 1) | 6 students | I have one SAILS 1 classroom in my building and these are students with severe medical 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? | 70 students | | |
| 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=8282&rptType=1 | 3rd-5th Grade ELA not proficient: 83 Students. | 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=8282&rptType=1 | 3rd-5th Grade Math not proficient: 109 Students | 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.) | 2021 Math Data: 1 student in Level 4 (Advanced Category) 2021 ELA Data: 2 students in Level 4 (Advanced Category) | Math Target: 25% ELA Target: 25% in each 3rd-5th grades | |
| 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=8282&rptType=1 | https://drive.google.com/drive/folders/16A2JU15xkSRnmWyoFbh1QNY92Y3Mxdkb?usp=sharing | 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. |

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| Section 2: STAFF NEEDS |
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| | Data Points | Rationale/Notes | Guidance Notes |
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| A. How many additional teachers are needed to meet the School Improvement Plan goals of this building? | Grades with increased enrollment: 2nd Grade (2021-2022) 52 student; Projected Kindergarten increased enrollment for 2022-2023 | I will need to add an additional 3rd Grade classroom in 22-23 SY due to the increased 2nd grade numbers in 21-22 SY. I also anticipate a large incoming Kindergarten population, which means I will need to add a third Kindergarten classroom to maintain the teacher-student ratio 1:21. As our primary grades increase in numbers, we are beginning to see an increased population in the intermediate grades | 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.) | 4th Grade - longterm sub currently in place due to the teacher on FMLA | For the 22-23 SY, I will need: K - 3 teachers (one of which will be a classroom reduction teacher); 1st - 2 teachers; 2nd-2 teachers; 3rd - 3 teachers; 4th - 2 teachers, 5th - 2 teachers; Preschool is a grant-funded program that is limited to servicing 20 students max. | |
| C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building? | We are currently being trained in LETRS, a professional development for Reading and Spelling and is grounded in the Science of Reading; this training will continue in 22-23 SY; We are also currently being engaged in trauma sensitive training | Tier 1 instructional strategies in collaboration with the curriculum resource; ELL strategies within Tier 1 instruction; intervention strategies; using the data to target the intervention; PLC collaboration on determining what's next for students based on data collection; How to effectively implement a culturally responsive classroom | 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 approximately 20 additional minutes per day (10 minutes before student arrival and 10 minutes after dismissal) over their allotted plan time. This year we provided one full day of planning (7.5 hours) for each K-5 teachers | The building budget is used to allow teachers to have this additional planning time. Next year, I would like to have two full days, one for each semester. | |

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| E. How many classified instructional support staff are currently employed and how many are needed at this building? | 12 | | 1 of the 12 is a SPED Para hired through an Agency; I am in need of 2 additional Paras in my SAILS 1 classroom and 1 Para in my SAILS 2 classroom. |
| | 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 | | |
| 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 | | | |
| | List Activities/Items | | Rationale/Notes |
| A. What extended learning opportunities are provided? | ELA, Math, Sci/Soc Studies Cadres | | By participating on these cadres, it allows teachers to get a in-depth first-look at pacing guides, curriculum resources, and engage in curriculum planning |
| B. What technology is needed to support the curriculum? | none | | |
| | Yes | No | Rationale/Notes (If no, please provide detailed notes regarding identified needs.) |
| C. Is the curriculum aligned with state standards? | | X | Eureka is aligned to some degree, but some strategies creates a further disconnect for students and difficult for teachers to follow and provide instruction to students. |
| 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 | |
| Section 5: PARENTAL NEEDS | | | |
| | List Activities | | Rationale/Notes |
| A. What parental involvement opportunities do you currently offer? | class volunteers, leadership team, | | |
| B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.? | PTA | | I would like to form a PTA in 22-23 SY that allows for parents and students to have a voice in some of the decision-making; PTA also allows parents to be more visible and partners with our students and staff |
| 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 at this time | | Parents need opportunities to learn the applications that our students are using in class as well as training on how to access their student information through the Parent Portal. |
| D. What types of communication exists with parents and community? Is it adequate? | Bright Arrow, Monthly school newsletter (SMORE) | | Bright Arrow is normally used weekly and the school newsletter is monthly to update parent son student celebration, reminders, and school events/surveys, etc. |
| Section 6: HIGH SCHOOL NEEDS (9-12/Alternative Buildings) | | | |
| | Data Points | | Rationale/Notes |
| A. What is the current graduation rate? | N/A | | |
| B. What is the current dropout rate? | N/A | | |
| 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.)? | 4 | | Principal, Instructional Coach, Counselor, Social Worker |
| | 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? | | | |
| <p><i>Refer to your site council and building leadership team, as well as Family Engagement Survey input.</i></p> <p>Guidance Notes 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.</p> | | | |





