

SCHOOL NAME	Mark Twain Elementary
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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.

Section 1: STUDENT NEEDS

	Data Points	Rationale/Notes from Building Administrator	Guidance Notes
A. How many students are enrolled at this school building?	247		<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)	172 Free, 207 F & R		<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?	1:19 district paid teachers, 1:18 if school purchases one teacher		<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?	K-1 1:15, 2-5 1:20	However, it is not as clear cut as a ratio, especially considering the needs of the students who continue to suffer from gaps created by a year away from direct instruction. FT intervention teacher for K & 1 and 2 & 3 to accelerate from barriers created by online instruction	<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?	31		
F. How many students are severely handicapped? (SAILS 1)	0		<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?	151	1 Certified Teacher, 1 ESL aide, 1 ESL aide provided by MT funds	
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=8298&rptType=1		<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. 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=8298&rptType=1		<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>
J. 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.)		Set new baseline and increase by a minimum of 10% each year, 80% of students to show grade level mastery	
K. 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=8298&rptType=1	https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&bldg_no=8298&rptType=1 (SPED, ELL, AA, SES)	<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>

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	Certified Intervention Positions needed to recover and accelerate literacy and math	<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.)	15		
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?		Science of Reading- APPLICATION. Intensive PD for all new programs: CKLA, Amplify, CKLA in context of 73% not proficient Ongoing support for implementation of programs: Eureka	<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	Teachers need 4-5 common plan times with grade level teams to effectively and efficiently do the job we are asking them to do.	
E. How many classified instructional support staff are currently employed and how many are needed at this building?	3	sufficient	
F. Are all your licensed teachers highly qualified and properly assigned?	Yes	No	
G. Do teachers and students have sufficient access to a variety of technology?	X		SPED teacher not licensed, SPED contract teacher
H. Is staff properly trained to incorporate technology into the classroom?	X		Apple TVs are in 9th year having some issues keeping connected, plan for updates? Chromebooks and I pads suffer from at home/traveling back and forth.
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?	Tutoring, Summer School	

B. What technology is needed to support the curriculum?			Update Apple TVs, update chromebooks and ipads	
C. Is the curriculum aligned with state standards?	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)	
D. Are there appropriate and adequate instructional materials?	X			
E. Is current technology appropriate?	X		Lacking K-3 literacy program, CKLA coming intensive PD needed anticipate updates are needed to keep ipads functioning well, new covers needed	
Section 4: FACILITY NEEDS				
A. Is there adequate space for student learning?	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)	
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	x			
Section 5: PARENTAL NEEDS				
A. What parental involvement opportunities do you currently offer?	List Activities		Rationale/Notes	
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	FAS, Grade Level Evening Events Support Achievement, Behavior, and Attendance			
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?	Grade Level Evening Events Monthly Learning Video and News Letter, Talking Points, Brightarrow, Smore, FB			
D. What types of communication exists with parents and community? Is it adequate?				
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	Refer to your site council and building leadership team, as well as Family Engagement Survey input.
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	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)	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.
B. Are Title II-A and Title V funds used to address the identified needs?	X			





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