SCHOOL NAME	Whittier	

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?	505	511 as of March 21, 2022	*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)	455		*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	At this time, we have a 1:18 ratio in our buildng (511 students in 28 classrooms) Projected to lose 4 classroom teachers next year which to bring it to a 1:21 ratio.	*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?	65		
F. How many students are severly 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?	356		
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=8313&rptType=1	https://docs.google.com/spreadsheets/d/12da2ka2VCwbqGitr3MwoT4-RMjCDI3PqN_HYp_1blxg/edit?usp=sharing	*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=8313&rptType=1	https://docs.google.com/spreadsheets/d/1pxwHABxVsXaez0Pit3LMFSwuUlfikr4BihB0XxP4gSo/edit?usp=sharing	*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.)*	80%	Our goal is to have 80% of our student proficient. We know this is not going to happen in one year so we are looking for at least a 10 % increase of the number of students scoring proficient each year until we reach the 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.)*	https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&bldg_no=8313&rptType=1	The links above have data broken down into sub groups.	*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?	9	We need 2 additional classroom teachers beyond the 21:1 ratio to lower class sizes in grade levels. There is a need for additional intervention teachers to add additonal support for tier two and three instruction. An additional 4 teachers would be ideal. A technology teacher to provide additional support for common planning and extra support for students experiences with technology and careers.	*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.)*	33		
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?		In analyzing our data and reflecting on instruction, we need staff development in providing solid tier one instruction that include higher level questioning and engagement as well as setting high expectations while maintaining and positive and safe climate. Staff will need to continue the LETRS training to develop and gain knowledge around how students learn to read but additionally will need development on how this translates into the classroom to meet standards with the new literacy resources. The Science of Reading or Structured Literacy approach is new and needs to be understood and developed in order to shift our mind sets to doing things differently. Our school improvement goals of looking at differentiating instruction to meet individual student needs through solid tier one instruction will take time, planning and reflection. We also need experience and guidance on how to utilize screeners such as FASTBRIDGE to guide and strengthen the tier two and three instruction we provide. It is essential that teams have common time to work together.	*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 receive 250 minutes of planning during the student day and 300 (60 minutes x 5 days) minutes before and after school. This is 225 minutes more than contracted 225 minutes and 70 more minutes of the 180 contracted minutes during the day. We spend Title 1 money to purchase a technology teacher for our students to recieve technology as a specials class so that we can provide our teachers with common plan time 4 days a week in order for them to collaborate, conduct PLC and planning sessions.	

E. How many classified instructional support staff are currently employed and how many are needed at this building?			As of right now ,we have 2 ESL aides and 1 special education paraprofessional which are allotted to us by those departments. The department analyzes our needs and provides them with the support that we need.
	3		
	Yes	No	
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	Teachers could use training on how to utilize technology to enhance instruction and how to create rigourous assignments with technology. A lot of the
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 during the day, Summer school	Imagine learning is available but has not been able to utilized with fidelity.	
B. What technology is needed to support the curriculum?		No extra equipment is needed. An extra program such as Imagine Learning is to address to support studnet learning.	
	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	Sharing science materials is difficult because it adds an added layer of organization and timing. The new science curriculum entails a lot of prep for lessons. The new ELA curriculum will help with consistancy of ELA materials to support the structured literacy approach but need more decodable text.
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		New flooring--Either carpet or tile with rugs

Section 5: PARENTAL NEEDS

	List Activities	Rationale/Notes
A. What parental involvement opportunities do you currently offer?	Family Advocacy Meetings, Monthly parent events such as carnival, weekly parent meetings with Liasion,	Right now the events are more social focused.would like to move into move educationally focused
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 to feel like they are partners in their child's education. We want them to feel weclome and involved as well as understand the importance they have on their child's education. We want to develop programs to support them helping their children progress
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?	Our social worker has provided online workshops on how to cope with technology, bullying and other topics	During the pandemic, we were limited to the in person events and are eager to get back to hosting parent events.
D. What types of communication exists with parents and community? Is it adequate?	Monthly newsletters, classroom communication	There is a need for a more uniform mode of communicating with parents

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.)?	20	Builidng leadership team, buiding mental health team, parent liason and parent feedback	*Refer to your site council and building leadership team, as well as Family Engagement Survey input.*
	Yes	No	Rationale/Notes *(If no, please provide detailed notes regarding identified needs.)*	*Guidance Notes*
B. Are Title II-A and Title V funds used to address the identified needs?				*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.*