SCHOOL NAME	WASHINGTON

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?	9/20/21 Count - 1124, Current Enrollment - 1060 Projected Enrollment 22-23 - 1,214	The change in enrollment is due to drops and transfers since 9/20/21	*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)		For the 2021-2022 school year, all student received free breakfast and 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?	1:26 - Cores, 1:25-26 CTEs and Electives	The ratios are based on currently enrollment numbers - 1060. We are projected to grow to 1215 next year. Our ratios will be 1:28 in cores, 1:28-30 in CTEs and Electives.	*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?	1:25 in cores and 1:28 in CTEs and Electives	We currently have enough FTEs to hit these ratios. The issue being able to hire enough 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?	208 Students	Pulled from Infinite Campus	
F. How many students are severly handicapped? *(SAILS 1)*	SAILS II/III: 30 Students; two students not included in this count may be included 2022-2023. STEPS: 16 Students.	Pulled from Infinite Campus	*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?	226 Students	Pulled from Infinite Campus	
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=8350&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=8350&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.)*	Specifically, on the state assessment, improve in math and ELA 5% in level 4 category.		
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=8350&rptType=1	https://docs.google.com/spreadsheets/d/1R5WwmADYtvzx-8hVZ0pMOcHxFMf0whqy6BUKqdNCG5w/edit?usp=sharing The KAP data for 2021 is problematic. Students were in virtual learning for most of the year. This year's data will be a better baseline for disparities. More students will participate in testing and they have been with in-person teachers for an entire year.	*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?	None. Need to keep the current number of FTEs. Need to fill the current vacancies.		*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.)*	4 current vacancies	1. CTE - Health Science 2. Social Studies 3. ELA 4. Business Communications	
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?	PBL for CTE/Elective courses, WICOR (AVID) strategies	Project-based learning strategies for elective/CTE teachers should be ongoing. The building will shift its focus to AVID's WICOR strategies for next year. A team from Washington will be trained on the AVID program and how to implement these strategies in every classroom. This will help improve instruction.	*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?	Roughly 200 minutes. No.		Teachers have 2 plans at 90 minutes. They also have a rotating Wednesday plan which is 40 minutes. They have roughly 400 total plan minutes. Of the 200 extra minutes, we expect teachers to meet 45 minutes twice a week in PLCs.
E. How many classified instructional support staff are currently employed and how many are needed at this building?	78 Certified Staff Members (Instructional Staff)		54 Building Certified, 7 Title I Funded, 11 SPED, 3 ROTC, 3 ESL.
	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?	TPT Tutoring, Gear Up tutoring		The building uses multiple groups to help provide math tutoring for students during the school day. The building will also adopt an academic support class in the master schedule next year. This time will be designed to support tutoring and academic intervention.
B. What technology is needed to support the curriculum?	None		The district is constantly improving the technology to support the curriculum.
	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		
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		Parking lot, Certain classrooms need power drops

Section 5: PARENTAL NEEDS

	List Activities	**Rationale/Notes**
A. What parental involvement opportunities do you currently offer?	Volunteer to Mentor, Athletic Booser Club, Band Booster Club, Site Council, Student Celebrations (student of the month awards)	
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	Greater attendance and greater committee invovlement	We are reestablishing committees. They were limited or placed on hold during the COVID pandemic. However, they are regrouping and we are recruiting more and more parents.
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?	Currently, building parent academies.	These are designed to support parents on a variety of needs. For example, we will provide an opportunity for parents to learn about how to access Infinite Campus and how to navigate transcripts.
D. What types of communication exists with parents and community? Is it adequate?	Brightarrow and Social Media Platforms.	They are adequate. Between social media and mass communication through bright arrow, the building is able to communicate with stakeholders.

Section 6: HIGH SCHOOL NEEDS (9-12/Alternative Buildings)

	Data Points	**Rationale/Notes**
A. What is the current graduation rate?	77 % (2021)/ 85% (Projected 2022)	KSDE Report Card
B. What is the current dropout rate?	1.8% (2020)	KSDE Report Card

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.)?	Family Surveys, Building Leadership Team, Building Administration Team	We survey the parents throughout the year to help determine needs. We recently completed a wide-scale Family survey. All families had the opportunity to give input. The Building Leadership Team (BLT) is comprised of teachers, counselors, and support staff. This teams primary job is to assess building needs and data related to student otucomes. The administration team also constantly assesses the needs of the building through various forms of data.	*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?	X			*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.*