

<b>West Park</b>	<b>West Park</b>	
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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.

<b>Section 1: STUDENT NEEDS</b>	<b>Data Points</b>	<b>Rationale/Notes from Building Administrator</b>	<b>Guidance Notes</b>
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	<b>Data Points</b>	<b>Rationale/Notes from Building Administrator</b>	<b>Guidance Notes</b>
A. How many students are enrolled at this school building?	529	We currently have 529 students enrolled; however eleven students are virtual.	<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)	76.40%	This numbefr is based on the Tableau report.	<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?	1:21	We have twelve out of twenty-six classrooms that fall within the 1:21 ration. Three of the classrooms are a specialized program with students having various levels of autism. (STEPS classrooms). The following grade levels have an average of 1:21 ratio based on district guidelines, kindergarten, fourth grade, and fifth grade. 1st grade, 2nd grade and 3rd grade have twenty-three or more students in a classroom, but are not exceeding twenty six students.	<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?	1:21	Based on students needs, lower classroom sizes will allow the teacher to better address the specific needs in the classrooms. Having additional teacher aides and an intervention teacher will support the needs in the classroom	<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?	85	This includes students that are in Speech, Gifted and in the STEPS program.	
F. How many students are severely handicapped? (SAILS 1)	0	We have no students in the Sails 1 program.	<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?	354	We have one hundred students identified as Level 1, and one hundred fifty six identified as Level 2.	
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.)		Since we have students in grades 3-5 performing less than 30% meeting proficiency there is a need for additional support.  <a href="https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bidg_no=8409&amp;rptType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bidg_no=8409&amp;rptType=1</a>	<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>
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.)		Since we have students in grades 3-5 performing less than 30% meeting proficiency there is a need for additional support.  <a href="https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bidg_no=8409&amp;rptType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bidg_no=8409&amp;rptType=1</a>	<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. 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.)		For ELA and Math, those students who are performing in the advanced and exemplary categories will increase by 10%.	<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. 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.)		For KAP 2021 ELA , our ELL students performed as follows : 57% performed at level 1, 36% performed at level 2, 7% performed at level 3. For our African American students, 47% performed at a level 1, 32% performed at a level 2, 21% performed at a level 3. For KAP 2021 Math, our ELL students; 57% performed at level 1, 36% performed at level 2, 7% performed at level 3. For our African American students, 51% performed at a level 1, 43% performed at a level 2, 6% performed at a level 3. Based on our building Tabelu data, our third grade students had concerns with attendance.	<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>

<b>Section 2: STAFF NEEDS</b>	<b>Data Points</b>	<b>Rationale/Notes</b>	<b>Guidance Notes</b>
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	<b>Data Points</b>	<b>Rationale/Notes</b>	<b>Guidance Notes</b>
A. How many additional teachers are needed to meet the School Improvement Plan goals of this building?	1 Teacher's Aide	The following needs were met for the 22-23 school year based on the budget meeting. Based on student data there is a need to add on another teacher as well as decrease class sizes. Data reports above show the need of an additional instructional coach due to our building size. The additional support will help us meet the needs of our students. There is also a need of a parent liaison to help communicate with our families and involve them in after school and community activities. An additional teacher's aide is needed to help support students who are performing below proficient.	<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.)	3	We currently have three teachers who are all relocating to different states.	
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?	Our staff will need to be trained by experts in the field for PBIS, to support discipline data. Professional development in Literacy for new curriculum, and Math to connect with the GVC in alignment with FastBridge and KAP interims.	Professional development on Wednesdays will provide training and support in the following areas:PBIS, CKLA, Math, Kap and the disictricts GVC. Teachers need more time to process knowledge learned for effective planning and implementation.	<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?	Teachers have an average of 225 to 300 minutes per week.	Teachers get paid if they stay late to plan beyond the duty time. Names have been submitted to the board for those participating on the building leadership team and for staying late for additional training. Teachers also are given one full day of planning each semester while substitutes cover classrooms. The substitutes are paid from the school building budget.	
E. How many classified instructional support staff are currently employed and how many are needed at this building?	We currently have 3 classified instructional support staff, additional are needed to support in the General Education classrooms and our 3 specialized programs.	Current-1 teacher aide, 1 Recovery Room Monitor, 1-ESL Aide.	
	<b>Yes</b>	<b>No</b>	<b>Rationale/Notes (If no, please provide detailed notes regarding identified needs.)</b>
F. Are all your licensed teachers highly qualified and properly assigned?		X	We have one teacher that is still working on her certification but is not returning in the Fall.
G. Do teachers and students have sufficient access to a variety of technology?	X		i-Pads are given 1:1 in grades kindergarten -3rd), Chromebooks are provided 1:1 in grades 3rd-5th).
H. Is staff properly trained to incorporate technology into the classroom?		X	Our STEPS teachers need more support with using the Unique Learning System curriculum.
I. Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.?	X		We have a certified Librarian, licensed nurse, social worker, and counselor.
J. Are principals and other key staff trained to provide instructional leadership to teachers?	X		Yes. Principal participates in Elevate Leadership and Kansas Education Leadership Institute. The Assistant Principal participated in the Kansas Leadership Center program.
<b>Section 3: CURRICULUM NEEDS</b>			
	<b>List Activities/Items</b>		<b>Rationale/Notes</b>
A. What extended learning opportunities are provided?	Varsity Tutoring on line tutoring during the day and after school Kidzone.		Teachers in the 3rd grade and 5th grade tutored students after school who were students in their classroom.
B. What technology is needed to support the curriculum?	USA test Prep, Reflex math, Imagine Math		These additional technology resources can enhance students academic goals in all grade levels.
	<b>Yes</b>	<b>No</b>	<b>Rationale/Notes (If no, please provide detailed notes regarding identified needs.)</b>
C. Is the curriculum aligned with state standards?	X		Our district uses a Guaranteed and Viable Curriculum based on state standards and ongoing planning.
D. Are there appropriate and adequate instructional materials?	X		Teachers have the opportunity to order resources needed to support lessons based on building budget.
E. Is current technology appropriate?	X		All students have access to technology through the use of i-Pads and Chromebooks. Staff have access to school laptops, apple tv's, and document cameras.
<b>Section 4: FACILITY NEEDS</b>			
	<b>Yes</b>	<b>No</b>	<b>Rationale/Notes (If no, please provide detailed notes regarding identified needs.)</b>
A. Is there adequate space for student learning?		X	Specialized programs were added to the building which limited space for three general education classrooms.
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	X		This is a new building. To accommodate the needs of students in the specialized programs, additions need to be added.
<b>Section 5: PARENTAL NEEDS</b>			
	<b>List Activities</b>		<b>Rationale/Notes</b>
A. What parental involvement opportunities do you currently offer?	PTA, After school events; Skating Party, Math/Reading Nights		These activities enhance families to participate in their children's education while staying connected to school and family relationships.
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	We would like to have our parents be more involved in school activities and their child's education. Having families involved in our PTA and school functions will support the needs of the school and increase daily attendance.		A parent liaison has been added to help with the recruitment of families to partner with the school to help increase parent engagement and involvement. Having this connection is key.
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, we do not have any parent training programs. We will be exploring ideas through KSDE.		We would like to build the community partners and a parent liaison would assist with that. (homework support, language, parenting skills, etc)
D. What types of communication exists with parents and community? Is it adequate?	Email, Bright Arrow, Newsletter, Flyers, Propio, Classroom Dojo		Teachers communicate through text to their parents or use google phone
<b>Section 6: HIGH SCHOOL NEEDS (9-12/Alternative Buildings)</b>			
	<b>Data Points</b>		<b>Rationale/Notes</b>
A. What is the current graduation rate?	NA		NA
B. What is the current dropout rate?	NA		NA
<b>Section 7: OTHER</b>			
	<b>Data Points</b>		<b>Rationale/Notes</b>
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.)?	15		Building Leadership Team, Principal, Assistant Principal, Counselor, Instructional Coach, PTA
	<b>Yes</b>	<b>No</b>	<b>Rationale/Notes (If no, please provide detailed notes regarding identified needs.)</b>
			<b>Guidance Notes</b>

Refer to your site council and building leadership team, as well as Family Engagement Survey input.

<p>B. Are Title II-A and Title V funds used to address the identified needs?</p>		<p>X</p>	<p>Title 1 funds and General funds will be used to address these needs.</p>	<p><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>
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