

## Building Needs Assessment 2023-2024 For 2024-25 Budget Planning (HB 2067)

School:         Budner Performing Arts Magnet Elementary SCHOOL No:         1634           INTERNAL NO:         378           Section 1: Student Needs         Response           In own any students are in the building?         325           I. Percentage of students service in Building?         325           I. Percentage of students service in Building?         325           I. Percentage of students service in Building?         12.45           I. Percentage of students service in Building?         12.22           What is the teacher to student ratio median?         12.26           I. What is the teacher to student ratio median?         12.26           I. Park instructure to student ratio median?         12.26           I. Day to have a letted system of support to target rating growth?         Yes           I. Day volu have a letted system of support to target rating growth?         Yes           I. Day volu have letted system of support to target rating growth?         Yes           I. Day volu have letted system of support to target rating growth?         Yes           I. Day volu have letted system of support to target rating growth?         Yes           I. Day volu have letted system of support to target rating growth?         Yes           I. Day volu have letted system of support to target rating growth?         Yes           I. Day volu have letted syst		
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INTERNAL NO:         Response           SCICION - Student Area in the building?         255           Area many students are in the building?         254           Area many students are in the building?         244%           Area many students are in the building?         244%           Area many students area in the building?         244%           Area many students the analysis         244%           Area many students area many students being man?         74.85%           Area many students area many students being man?         74.85%           Area the reads of finiter care students radio many students being man?         748           Area the reads of finiter care students radio many students being man?         748           De you have a titered system of support to target ranking system?         748           De you have a titered system of support to target ranking system?         748           De you have a titered system of support to target ranking system?         748           De you have built area sessement to analy students to many area students area students area students to many area students to many area students area students area student and stackees and step curriculum to teach St.120 minutes dualy and dualy state sessement to analy students area students area ranking with pees and stadies. We have area students to being arany:           Derivation th		· · · · · · · · · · · · · · · · · · ·
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	c. Percentage of students enrolled in ELL services	3.4%
Live has the teacher is student ratio median?         12.86           Live here ets of forser care students being met?         Yes           Are there ets of instrem students success amore race/ethnicity student subgroups         Yes           De you have a terred system of support to targer transfing growth?         Yes           De you have a terred system of support to targer transfing growth?         Yes           De you have is teared system of support to targer transfing growth?         Yes           De you have is teared system of support to targer transfing growth?         Yes           De you have is teare system of support to targer transfing for students to focus on acidemic needs sutide of the No         No           Reviewing state assessment to measure reading growth?         Yes           Reviewing state assessment data, what steps are you taking for all students to maximize their state in the origin state assessment data, what steps are you attragets/goals to move students out of proficiency Levels 1 and 2 on state states in each room. Interactional students. I have table added dational support to each classnom during that time. There are 2 staff in each room. Interactional students. I have table added dational support we might need.           Before the student students are ready for or individual plans of study?         I want students to be able to interact appropriately and positively with gers and students. I want there are students with and exagound for weight need.           I. How have Kindergarten in your school, how do you determine students are ready for or individual plans of study?	d. Percentage of students identified as At-Risk (Free Lunch)?	74.8%
	e. What is the teacher to student ratio average?	12.22
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De you have a tiered system of support to target making growth?       Yes         De you have ited system of support to target making prowth?       Yes         De you have ited system of support to target making prowth?       Yes         De you have ited assessments to measure reading growth?       Yes         De you have ited assessments to measure making prowth?       Yes         De you have ited assessments to measure making prowth?       Yes         De you have ited assessment data, what steps are you taking for all students to maximize their scores       Using data to drive those decisions on who needs intervention         Scores       Scores       Yes         De you are you set targets/goals to move students out of proficiency Levels 1 and 2 on state       Yes         Scores is a second step curriculum to teach SEL 20 minutes daily.       Their is done at the same time is and dailed is drive those decisions on who needs intervention         Scores is a second step curriculum to teach SEL 20 minutes daily.       Their is done at the same time is and dailed is drive those decisions on who needs intervention         Scores is a second step curriculum to teach SEL 20 minutes daily.       Their is drive as a second step curriculum to teach SEL 20 minutes daily.         The second step curriculum to teach SEL 20 minutes daily.       Their is drive as apport to each classroom during the attems. There are goal is a second step curriculum to teach classroom during the teach second are second are second step curriculum to teach second are second step curi	If no, what supports are needed?	
Dy Qu Jave a tiered system of support to target math growth?       Yes         Dy Qu Jave Local assessments to messure reading growth?       Yes         Dy Qu Jave Local assessments to messure reading growth?       Yes         Dy Qu Jave Local assessments to messure reading growth?       Yes         Dy Qu Jave Local assessments to service and growth?       Yes         Dy Qu Jave Local assessments to messure reading growth?       Ves         Secret Jave State assessment Jave Jave Jave Jave Jave Jave Jave Jave	h. Are there gaps in student success among race/ethnicity student subgroups	Yes
<ul> <li>Lo you have Local assessments to measure mading growth?</li> <li>Ves</li> <li>Do you have Local assessments to measure mading growth?</li> <li>Do you have Learning opportunities for students to focus on academic needs outside of the needs intervention assessment and assessment and the same time for all students to maximize their uses of the same time for all students to maximize their uses assessment and or Education Outcomes (please utilize your district KESA Response Recretification) and Star Recognitions plan / tubris 0.</li> <li>A lew via set targets/goals to move students out of proficiency Levels 1 and 2 on state the same time for all students. The weak assessments?</li> <li>Recretification) and Star Recognitions plan / tubris 0.</li> <li>B lew are you measuring social/emotional growth?</li> <li>We use second step curriculum to teach SEL 20 minutes daily. This is done at the same time for all students. Thave ata added additional support to each discort onuming that there. There are 2 staff in each room. Interactions between students and teachers is what is used to measure what more support we might need.</li> <li>What are your targets/goals related to social/ emotional growth?</li> <li>U wave Kindergarten in your school, how do you determine students are ready for difficult conversal testing, their age, and different their program advection of the students of determine their thoragarten sceneer put in place to test the students of determine their thoragarten work involved get and reads of the students of growth and whore additional assistance is needed.</li> <li>I. How are your targets/goals related to kindergarten Readiness?</li> <li>M was are your targets/goals related to kindergarten Readiness?</li> <li>I. How are your targets/goals related to postsecondary completion/attendance?</li> <li>I. How are your targets/goals related to postsecondary completion/attendance?</li> <li>I. How are your targets/goals related to postsecondary completion/attendance?</li> <li>I. How are your targets/goals rel</li></ul>	i. Do you have a tiered system of support to target reading growth?	Yes
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	informed choices.	
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DISTRICT:	D0259 - Wichita Public Schools
SCHOOL:	
SCHOOL NO:	
INTERNAL NO:	378
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	No
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	No
Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	No
Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	No
SECTION 5: Staff Needs	Response
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students	No
under ESEA guidelines which requires every classroom to contain an educator who is certified in eye content area being taught in said classroom and meet the goals of the school?	
b. How many classified supports staff are currently employed?	27.8
How many are needed at this building (vacant & filled)?	27.80
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	
d. Are a principals and other key staff trained to provide instructional leadership and professional development to teachers?	Yes
e. What staff development is necessary for teachers to support students' success and meet the school improvement goals of the building?	Instructional Coaching;#LETRS Training;#SRG Training;#Restorative Practices;
SECTION 6: Facility Needs	Response
a. Is there adequate space for student learning?	No
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes
SECTION 7: Family Needs/Community Relations	Response
a. Do you have regular events to engage parents with teachers?	Yes
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use of technology that student will be required to use, ect.) are provided?	None at this time
c. Do you have a active site council?	No
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Νο
e. What types of communication exist with families?	Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	District Wide Communication;#Social Media;#School Website
Is it adequate?	Yes
	Remonse
SECTION 8: School Data a. What is our building attendance rate?	Response 90.10%
<ul><li>b. What is our building attendance rate?</li></ul>	37.60%
	N/A
<ul> <li>a. what is our district graduation rate?</li> <li>b. What is our dropout rate?</li> </ul>	N/A
c. What is our average comprehensive ACT Score?	N/A N/A
SECTION 9: Other Data	Response
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Paraprofessional Training;#Parent & Community Involvement;#Attendance/Truancy;#Child Study Team Ratios;#Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	We have very high social emotional needs at our building and do not have enough support personal to meet those demands.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	smaller groups for reading and math interventions which requires more staff. We also need their basic needs met not only physically but socially.

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Identify the budget actions that should be taken to address and remove those barriers.	Additional staff, variety of mental health help, more SEL options to address a variety of needs.
Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budge actions would be implemented.	3-5 years