

SCHOOL NAME	NEW STANLEY
--------------------	--------------------

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?	241		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)	241		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		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?	26		
F. How many students are severely 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?	138	57% of the students populations is ELL	
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=8309&rptType=1	Data charts	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/a		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.)	Increase the current % of students at levels 3 and 4 by 40% in ELA and by 60% in Math		
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=8309&rptType=1	In ELA, the Hispanic subgroup has the highest % of students in levels 1 and 2 (87.84). In N	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?	Full time IA teachers (music, art, library, PE) 2 intervention teachers	According to the 2021 KAP results, 84.04% of our students scored at levels 1 and 2 in ELA and 91.49% in Math. Two goals of our School Improvement Plan focus around PLC and Instructional Team Planning. Keeping the music, art, P.E. teachers and librarian full time at New Stanley, provides a consistent equitable daily schedule for all instructional staff to execute the action steps needed to achieve our SIP goals. Our current Fastbridge shows the need to continue Tiers 2 and 3 intervention. One interventionist for Reading and one interventionist for Math will support the ongoing interventions to accelerate students to a benchmark level. Note: Final approved budget for the 22-23 school year includes full time music, art, PE, and library teachers at New Stanley. Not enough financial resources were available for Reading or Math interventionists.	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.)	Currently all instructional staff is certified in their area.	Based on the current enrollment as well as our achievement data, we need 16 classroom teachers to meet the needs of our student population. Note: Final approved budget for the 22-23 school year includes 16 classroom teachers.	May 27, 2022- current vacancies: 2 classroom teachers, 1 art teacher, and 1 Counselor.

C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?	Instructional Team Planning driven by building level PD	The most valuable PD takes place when instructional teams are able to plan units of study based on current student data. In this setting, team members are able to determine instructional strategies and formative/summative assessments to be implemented across grade levels. We would benefit from time for building driven PD to meet the needs of the teachers and students.	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?	Yes. Teachers 270 minutes of plan per week, 45 minutes over the negotiated agreement. This is a result of having the IA team full time (paid out of building budget).	Since the IA team is at New Stanley full time, we are able to provide teachers with 60 minutes of planning Monday, Tuesday, Thursday, Friday and additional time on Wednesday. We would like to keep the team full time to continue providing these additional minutes for planning and PLC.	
E. How many classified instructional support staff are currently employed and how many are needed at this building?	1	Note: Final approved budget for the 22-23 school year includes 1 full time instructional aide. Not enough financial resources were available for 1 more instructional aide (bilingual).	
	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
F. Are all your licensed teachers highly qualified and properly assigned?	Yes		
G. Do teachers and students have sufficient access to a variety of technology?	Yes		Teachers need updated apple TV's, iPads for instruction, and updated printers
H. Is staff properly trained to incorporate technology into the classroom?	Yes. Mostly		
I. Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.?	Yes		
J. Are principals and other key staff trained to provide instructional leadership to teachers?	Yes		
Section 3: CURRICULUM NEEDS			
	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
A. What extended learning opportunities are provided?	None		
B. What technology is needed to support the curriculum?	Math		
	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
C. Is the curriculum aligned with state standards?	Yes		
D. Are there appropriate and adequate instructional materials?	Yes		Teacher manuals for ALL subjects and curriculums. Science kits are needed.
E. Is current technology appropriate?	Yes		
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?		No	Classrooms are not big enough for 1:21 class sizes. Not enough rooms for support staff. No gathering space for larger groups of students.
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?			Not sure what maintenance has planned or is planning.
Section 5: PARENTAL NEEDS			
	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
A. What parental involvement opportunities do you currently offer?	PTA quarterly meetings		
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?			Parent volunteers to work with students or help teachers. Room parents. Family Nights/School events for parents to attend and be a part of. Breakfast with families
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?	None		Would like to provide training on cyber safety and cyberbullying prevention, nutrition classes, CPR, Parenting Classes
D. What types of communication exists with parents and community? Is it adequate?	Ongoing updates about school and district activities.		Started to send monthly grade level newsletters. We are in need of a bilingual parent liaison to support the communication between teachers and 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	14		Refer to your site council and building leadership
	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)
B. Are Title II-A and Title V funds used to address the identified needs?		No	Not sure about how Title IIA funds are used for systems-level programs such as SPED/ESL at New Stanley.
			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





Vertical line on the right side of the page.