

<b>SCHOOL NAME</b>	<b>New Chelsea Elementary</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.

**Section 1: STUDENT NEEDS**

	Data Points	Rationale/Notes from Building Administrator	Guidance Notes
A. How many students are enrolled at this school building?	574	There were 500 students and we currently have 574 students enrolled.	<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)	196	According to the completed surveys	<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?	22:01		<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?	22:01		<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?	46		
F. How many students are severely handicapped? (SAILS 1)	0		<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?	401		
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.)	90%	<a href="https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8284&amp;rptType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8284&amp;rptType=1</a>	<i>Use 2021 Summative KAP data provided. If you provide a link, please make it <b>VIEW ONLY</b>, 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.)	95%	<a href="https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8284&amp;rptType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8284&amp;rptType=1</a>	<i>Use 2021 Summative KAP data provided. If you provide a link, please make it <b>VIEW ONLY</b>, 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.)	80%	Our African American Students are scoring lower than other disaggregated populations in Math and Science; Students with disabilities are scoring lower in math than other disaggregated populations; Our Hispanic disaggregated group's scores have dropped over 20 percentage points in all areas	<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>
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.)		<a href="https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8284&amp;rptType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8284&amp;rptType=1</a>	

**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?		We had an influx of enrollment of our kindergarten students and added a kindergarten class in October. Also, according to our FastBridge data, we need an additional intervention teacher in order to provide support to all of the students that are in need.	<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.)	28 certified teachers:26 General Education Teachers: 1 reading specialist; and one technology teacher	Our students need additional support with reading and technology and the understanding of technological trends will help students navigate this 21st century world of college and careers.	
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?	LETRS Training ;Trauma Sensitive and Restorative practices;Diversity and Equity; Kaagan strategies		<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?	They currently have 45 minutes of planning timeabove negotiated agreement	No building budget is used for this time. We have full time Integrated Arts staff that students see daily.	
E. How many classified instructional support staff are currently employed and how many are needed at this building?	3 are currently employed and 3 are needed		
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?	No		
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?		Summer School and Tutoring are provided	
B. What technology is needed to support the curriculum?		iPads	We need to replace staff ipads.
		Yes	No
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
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
			There are no repairs needed
Section 5: PARENTAL NEEDS			
		List Activities	Rationale/Notes
A. What parental involvement opportunities do you currently offer?		Family Advocacy days: student programs and performances; Principal's Tea; Family engagement Nights; Kindergarten Round up	
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?		I would like to see a PTSA formed.	This will help with getting even more parents involved.
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?		Technology training- use of parent portal Social Media; Phone calling systems; email; websites; Yes it is adequate.	To ensure that parents can access the parent portal and be able to support their student.
D. What types of communication exists with parents and community? Is it adequate?			
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.)?		18	Title I Committee
		Yes	No
B. Are Title II-A and Title V funds used to address the identified needs?		X	
			<p>Refer to your site council and building leadership team, as well as Family Engagement Survey input.</p> <p><b>Guidance Notes</b></p> <p>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.</p>





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