SCHOOL NAME	STONY POINT SOUTH_needs_assessment

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?	267	Current number as of March 2022: 277, including 4 virtual students	*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)	170		*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?	35		
F. How many students are severly 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?	45		
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=8346&rptType=1	In 2019, Grades 3-5 were averaging 60% at proficient or above in ELA . Due to COVID, there was a negative impact on our student data.	*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=8346&rptType=1	In 2019, Grades 3-5 were averaging 55% at proficiency in Math. Due to COVID, there was a negative impact on our student data.	*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.)*	5%		
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=8346&rptType=1	There is a disparity between the student subgroups of SPED, African-American, and Latino in the area of Math. These subgroups have a higher number of students performing at Level 1 than the school average. There is also a disparity in the student subgroup of ESOL in the area of ELA. This subgroup has more students performing at Level 1 than the school average or any other student subgroup. This data was pulled from KSDE for the Spring 2021 Building Report and KSDE Performance Level reports.	*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?	0		We are fully staffed at this time.	*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.)*	0		All teachers are fully qualified and licensed appropriately for their position.	
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?			Continue with district provided LETRS training; will continue to do focused PD on Trauma-informed practices and Restorative Justice practices to support PBIS efforts.	*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?	0			
E. How many classified instructional support staff are currently employed and how many are needed at this building?	2 staff			

	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?	Intervention Teacher - Tier 2	Supports closing the academic gaps identified and supporting SIT goals.
B. What technology is needed to support the curriculum?	Varsity Tutoring	Targeted support for students with specific academic deficits.

	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	

Section 5: PARENTAL NEEDS

	List Activities	Rationale/Notes
A. What parental involvement opportunities do you currently offer?	Principal Coffee monthly; FAS days; Kindergarten Round-up; PTA meetings & events, and Principal coffee events monthly; Recognition Ceremony monthly	Opportunity to speak directly and informally with school staff to build relationships and get feedback on school matters.
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	Greater involvement in academic events	We are increasing our communication efforts with parents in order to keep them better informed about such events.
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?	0	Begin Parent University next year. No program was in place when the year began; COVID kept us from getting this established in person.
D. What types of communication exists with parents and community? Is it adequate?	Newsletters, website, social media, texts, Bright Arrow, in person meetings or events	Currentlly the feedback from parents says it is adequate and at times too much.

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.)?	17 district staff; 3 PTA; 3 community partners; feedback from parent surveys.	We contacted representatives from all departments and stakeholder groups that are present in our school. This consisted of: Building Leadership team, PTA, Community Partners (3), Principal, Counselor, Social Worker, Custodian, Intervention teacher, ESL, SPED, Nurse, Instructional Coach, and Specials teachers.	*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?				*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.*