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| SCHOOL NAME | Sumner Academy of Arts & Science |
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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.

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| Section 1: STUDENT NEEDS |
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| | Data Points | Rationale/Notes from Building Administrator | Guidance Notes |
|--|---|---|---|
| A. How many students are enrolled at this school building? | 9/20/21 - 1007 students (8th - 11th) | Projected Enrollment for SY 22-23 is 1166. Some students will be academically dismissed but on average we will still be above 1100 enrollment for next scholl year. This should bring us back to our normal enrollment closer to the 1123 we had on 9/21/20. I saw a reduction in my FTE count by 4 teachers, I am requesting to return to a 60 General Fund Staffing Allocation. | 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) | 525 or approximately 52.14% | We have not seen a major shift in the number of students who qualify for free/reduced lunch at about 65%-70% each year. | 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? | Overall with all contents and grades the average is 20.81 pupil-teacher ratio. | We have some nusiances when it comes to student teacher ratio. We have some classes that are well below the 1:23 ratio especially in our IB courses over junior and senior year. For most IB courses it is a two year commitment. Some students do drop from course from their Junior to Senior year, causing some of our senior IB courses to be lower than average. We are going from 8 instructional periods to 7 instructional periods for the 2022-2023 school year so we will see an increase in pupil-teacher ratio as well as our enrollment will increase our ratio as well. When we use the district guidelines and break down our grade levels here is what is important to consider. Maintaining our staff request of 60 will ensure we have sufficient pupil-teacher ratio | 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 | I think our ratio work out well, when we break down the grade bands have 8-12 it appears we need a few more, but overall with high school teachers teaching all grade typically we are able to staff our building effectively. This will be critical if we are able to remain at our same staffing numbers we had this year. | 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? | 111 Students | We have a large population of gifted students, we have a full time gifted instructor as well as a part-time instructor that serves the other high schools as well. We are sufficient in this area. | |
| F. How many students are severely handicapped? (SAIS 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? | 11 | We have an amazing ESL aide that supports our students. We had an ESL teacher last year that was able to really support our ESL students. If possible having that position back will be critical if our numbers increase. | |
| 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=8322&rptType=1 | 8th Grade - 52% (Level 1 - 2% Level 2 - 50%) 10th Grade - 58% (Level 1 - 7% Level 2 - 51%) https://docs.google.com/presentation/d/1Rp54l_Yn-hPAJwaBTqReTK5B3zWyNBVJRwQ0_AAATeLs/edit?usp=sharing | 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=8322&rptType=1 | 8th grade - 68% (Level 1 - 22% Level 2 - 46%) 10th Grade - 71% (Level 1 - 20% Level 2 - 51%) https://docs.google.com/presentation/d/1Rp54l_Yn-hPAJwaBTqReTK5B3zWyNBVJRwQ0_AAATeLs/edit?usp=sharing | 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.) | 10% increase in proficiency for all areas in Math/ELA KAP Average ACT of 25 with all students 21 or above | https://docs.google.com/presentation/d/1Rp54l_Yn-hPAJwaBTqReTK5B3zWyNBVJRwQ0_AAATeLs/edit?usp=sharing | |
| 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=8322&rptType=1 | Our biggest concern is getting back to our pre-covid baseline. We have taken a dip in all areas as well as a dip on our post-secondary success rate | 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. |

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| Section 2: STAFF NEEDS |
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| | Data Points | Rationale/Notes | Guidance Notes |
|--|-------------|-----------------|----------------|
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| <p>A. How many additional teachers are needed to meet the School Improvement Plan goals of this building?</p> <p>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? <i>(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.)</i></p> <p>C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?</p> <p>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?</p> <p>E. How many classified instructional support staff are currently employed and how many are needed at this building?</p> | <p>Our Current Attendance rate is 87% and our chronic absentees is 24.25%</p> <p>Remain with current teaching staff of 65</p> <p>Based on our schedule teachers are provided a plan each day which equates to about 405 minutes of plan a week, almost 180 minutes beyond what is required</p> <p>1</p> | <p>Here are my following request:</p> <p>1) Based on project enrollment I would like to have an district FTE provided to be 60, my current project of FTE drops my count to 56. In order to continue to staff the master schedule, offering programs such as IB and our career pathways, the number must remain consistent in order to no disrupt programming.</p> <p>2) With the significant dip in Math performance as indicated on the KAP, I would like to request an additional instructional coach with a focus in the are of Math/Science. I currently have 1 instructional coach which supports all teachers but she specializes in Languages and Social Sciences. This would algin my building with the other high schools that have two instructional coaches. We have seen an increase need of instructional support with our platform changes (Canvas), teacher shortages and hiring alternative license teachers, as well as to support the number of assessments at the high school level.</p> <p>3) I would like to request an interventionist teacher position. This position will focus on attendance, academics, as well as social emotional learning. included in this work will be assessment logistics as well as data planning with PLCs. Right now that falls heavily on our instructional coach, but with the number of assessments supports is needed.</p> <p>4) I would like to request an additional assitant principal/athletic director. This is part of the alignment requested from Dr. Stubblefield on how to effectively divid the responsibilities of all the administrators in the building. This is critical in my building with 5 different grade levels and supporting all students.</p> <p>We are projected to be fully staffed with qualified teachers.</p> <p>No additional request are needed, but continued focus around SEL and Naviance support will be important as well as our work with DE&I. Our big shift and focus this year has been with MTSS and just continuing to carve out time for teacher to focus on this work.</p> <p>No additional monies are paid for extended planning times. High school schedule allow more than enough time for teacher plan and prep, which is needed for the additional courses they must teach. Additional monies are add to sub cost to cover PLC work days as needed throughout the year.</p> <p>We have 1 ESL aid, currently there is no need to have any additional classified instructional support</p> | <p><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></p> <p><i>Staff development requests need to be aligned to your SIP, MTSS, District Strategic Plan, and KESA - support for strong core instruction.</i></p> | | | | | | | | | | | | | | | | | | |
|---|---|--|---|---|--|-------------------------|--|-----|----|--|---|--|--|---|--|---|---|--|--|--|--|
| <p>F. Are all your licensed teachers highly qualified and properly assigned?</p> <p>G. Do teachers and students have sufficient access to a variety of technology?</p> <p>H. Is staff properly trained to incorporate technology into the classroom?</p> <p>I. Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.?</p> <p>J. Are principals and other key staff trained to provide instructional leadership to teachers?</p> | <table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Rationale/Notes (If no, please provide detailed notes regarding identified needs.)</th> </tr> </thead> <tbody> <tr> <td></td> <td>X</td> <td>I have three teachers that currently to not hold a valid teaching license (Sub only). HR is aware and they are working with them to get the proper credentials. For next school year SY22-23 staffing looks good to ensure all teachers are highly qualified</td> </tr> <tr> <td>X</td> <td></td> <td>The 1 to 1 device program are district offers is satisfactory</td> </tr> <tr> <td>X</td> <td></td> <td>I believe virtual learning prepared most staff to incorporate technology effectively</td> </tr> <tr> <td>X</td> <td></td> <td>We have 3 counselors, 1 nurse, 2 social workers, and 2 librarians. My only thought to this is why do we have 2 librarians and is it needed. Sumner Academy through it's IB structure is heavily focus on research for many of their works required for IB. The library is a central hub for our building. But if cutting back to 1 librarian would give my an instructional coach or dean of students, I do believe the switvh be more beneficial to target areas of concern.</td> </tr> <tr> <td>X</td> <td></td> <td>The staff we have are trained and able to provide services, I would request an additional Instructional Coach to help support this work.</td> </tr> </tbody> </table> | Yes | No | Rationale/Notes (If no, please provide detailed notes regarding identified needs.) | | X | I have three teachers that currently to not hold a valid teaching license (Sub only). HR is aware and they are working with them to get the proper credentials. For next school year SY22-23 staffing looks good to ensure all teachers are highly qualified | X | | The 1 to 1 device program are district offers is satisfactory | X | | I believe virtual learning prepared most staff to incorporate technology effectively | X | | We have 3 counselors, 1 nurse, 2 social workers, and 2 librarians. My only thought to this is why do we have 2 librarians and is it needed. Sumner Academy through it's IB structure is heavily focus on research for many of their works required for IB. The library is a central hub for our building. But if cutting back to 1 librarian would give my an instructional coach or dean of students, I do believe the switvh be more beneficial to target areas of concern. | X | | The staff we have are trained and able to provide services, I would request an additional Instructional Coach to help support this work. | | |
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| Section 3: CURRICULUM NEEDS | | | | | | | | | | | | | | | | | | | | | |
| <p>A. What extended learning opportunities are provided?</p> <p>B. What technology is needed to support the curriculum?</p> <p>C. Is the curriculum aligned with state standards?</p> <p>D. Are there appropriate and adequate instructional materials?</p> <p>E. Is current technology appropriate?</p> | <table border="1"> <thead> <tr> <th>List Activities/Items</th> <th>Rationale/Notes</th> </tr> </thead> <tbody> <tr> <td>Through our work with our career pathways there are client connected project, internships, as other real world connections. We also offer site based tutoring oppurtunities each week</td> <td></td> </tr> <tr> <td>CTE equipment is needed</td> <td>We are having great conversations with the CTE department around funding for these needs. We are ensuring we have the minimum about of resources needed to focus on offering CTE courses for all pathways in our building.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Rationale/Notes (If no, please provide detailed notes regarding identified needs.)</th> </tr> </thead> <tbody> <tr> <td>X</td> <td></td> <td></td> </tr> <tr> <td>X</td> <td></td> <td></td> </tr> <tr> <td>X</td> <td></td> <td></td> </tr> </tbody> </table> | List Activities/Items | Rationale/Notes | Through our work with our career pathways there are client connected project, internships, as other real world connections. We also offer site based tutoring oppurtunities each week | | CTE equipment is needed | We are having great conversations with the CTE department around funding for these needs. We are ensuring we have the minimum about of resources needed to focus on offering CTE courses for all pathways in our building. | Yes | No | Rationale/Notes (If no, please provide detailed notes regarding identified needs.) | X | | | X | | | X | | | | |
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| Section 4: FACILITY NEEDS | | | | | | | | | | | | | | | | | | | | | |
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| A. Is there adequate space for student learning? | | X | We have 8 classroom that are out in modular units and we have 7 traveling teachers in the building. Our space is limited and is cause for concern with some of our career pathways courses (Bio-medical) as well as athelctics and physical education classes (weight room). There has been conversation this year around where to add space and considering adding a second floor to the portion of our building built in the 2000's. |
| B. Are there necessary repairs and/or adjustments to the existing space that need to be made? | X | | Major repairs include concrete work for our back stairs to our staff parking lot. Other than that there are no major concerns, except those that come up with an older building. |

Section 5: PARENTAL NEEDS

| | List Activities | Rationale/Notes |
|---|---|--|
| A. What parental involvement opportunities do you currently offer? | Rising Senior Workshop PTSA Sumner SITE Council Orientation Nights | We are always looing for ways to connect with parents and ensure they are a bigger stakeholder group for building level decisions. We have pockets of success in student celebrations or items for students, but our participation is less when it comes to parent stakeholder groups such as our PTSA and SITE council. |
| B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.? | Greater Attendance | Our parents give us 100% attendance and enrollment nights and then again at graduation. We are focus on improving attendance for the in between items. We are focusing heavily on our PTSA and SITE Council. We have had some conversations with those interested in starting a Booster club for athletics as well. |
| 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 | We do not currently offer many training programs except our rising senior workshop to support parents in their student's transition to college. This is an area of growth for Sumner Academy. |
| D. What types of communication exists with parents and community? Is it adequate? | Bright Arrow Monthly Newsletter Social Media | We have had success with communication by using a variety of programs. |

Section 6: HIGH SCHOOL NEEDS (9-12/Alternative Buildings)

| | Data Points | Rationale/Notes |
|---|-------------|-----------------|
| A. What is the current graduation rate? | 98.40% | |
| B. What is the current dropout rate? | 0% | |

Section 7: OTHER

| | Data Points | | Rationale/Notes | |
|--|-------------|----|--|---|
| | Yes | No | Rationale/Notes (If no, please provide detailed notes regarding identified needs.) | Guidance 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.)? | | | We use stakeholer teams at Sumner to discuss needs, our two most productive teams are out Building Leadership Team made up of admin, counselors, IB Coordinator, and teachers as well as our Instructional Improvement Team, made up of Admin, Instructional Coach, and IB Coordinators. | Refer to your site council and building leadership team, as well as Family Engagement Survey input. |
| B. Are Title II-A and Title V funds used to address the identified needs? | X | | | 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. |





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