

SCHOOL NAME	Stony Point North Elementary
--------------------	-------------------------------------

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?	300	This does not include students who have chosen a virtual option for this year. We have also had several students who have had to go out of the country but will be back possibly before the end of the year, but for sure next year.	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) 192 free, 54 reduced	193 Free, 54 Reduced		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? 18:1	1:18	We need 3 sections as two in grades 1, 4, and 5 would make having two sections to large. Grades 2 and 3 are smaller than the others however, we have more specialized students in sped programs pushing into these levels.	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? No more than 18:1	No more than 66/300		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?	7 SAILS 1 students, 12 SAILS 2 students	We have 4 specialized programs housed in our building. One Behavioral Supports Classroom, 1 SAILS 1 classroom and 2 SAILS 2 classrooms. We do not receive specific funds from special education for supplies. We purchase needs for all specialized programs from our general budget.	Provide the name of the specialized program(s) you have at your building, as well as any additional notes you relative to budget planning.
F. How many students are severely handicapped? (SAILS 1)	70/300. 23%	We have one ESL teacher to serve all students.	
G. How many students are English Language Learners?	https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&bldg_no=8348&rptType=1	https://drive.google.com/file/d/1mw8FhWVvzFXog2OxDrDQwYLe9fRQ4EOm/view?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 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=8348&rptType=1	https://drive.google.com/file/d/1mw8FhWVvzFXog2OxDrDQwYLe9fRQ4EOm/view?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. 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.)	We wanted to see 10% growth in all areas including moving students to the advanced and exemplary categories.	Reading-3rd grade-18% in 2021 to 25% in 2022; 4th grade-14%in 2021 to 24% in 2022; 5th grade-21% in 2021 to 15% in 2022; Math-3rd grade-14% in 2021 to 32% in 2022. 4th grade 2% in 2021 to 23% in 2022, 5th grade 21% in 2021 to 2 % in 2022	
J. 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.)	https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&bldg_no=8348&rptType=1	https://drive.google.com/file/d/1mw8FhWVvzFXog2OxDrDQwYLe9fRQ4EOm/view?usp=sharing	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.
K. 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.)			

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 need to maintain the staff members we currently have.	Our enrollment was lower than typical in 20-21 due to students enrolled in some sort of online learning program. We expect our numbers will be up again to start the year. In addition, with our specialized classrooms we have approximately 25 students who are not in the general ed count, but go out to their grade level classroom to be with their general education peers for collaboration. With our smaller, older classrooms, it is important that we have 3 sections of each grade level to be most inclusive, have space for all and small enough classes to meet all needs.	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.)	We have 3 specialized program teacher openings.	We have two openings in SPED SAILS 2 classrooms, which have a long-term sub currently. Our sped teacher in the behavioral supports classroom is now out as well. This will also need to be filled by a long-term sub.	
C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?	LETRS training, SEL/trauma training, MTSS, curriculum and standards training, engagement	We are participating in LETRS training to support all staff improving in teaching reading in order to increase student achievement. We will continue this study through next year. It is also important to continue the study of SEL practices and trauma training to support the whole child. This supports improved student achievement as well. It is critical to have common planning times to collaboratively plan, analyze data and differentiate to meet student needs. These are in support of our School improvement plan goals. Our professional development is aligned to our SIP, MTSS, District Strategic Plan, and KESA.	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?	Teachers receive 240 minutes during the school day. They receive an additional 15 minutes before and after school.	We buy out our specialists in order to guarantee some common planning time for all grade levels. We have adaptive services for our specialized programs which impacts the schedule as we try to fit all specials in the day.	

E. How many classified instructional support staff are currently employed and how many are needed at this building?	Current: 1 library aide, 13 allocated paras (not all filled); We would like an additional cafeteria monitor, recovery room monitor	Currently we are short 5 paras. We have several agency paras filling some of our positions but are still short 5 individuals.	
	Yes	No	Rationale/Notes <i>(If no, please provide detailed notes regarding identified needs.)</i>
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	Teachers need teacher ipads to use as a teaching tool. We also need updated ipads as many of the ipads are older and need to be updated.
H. Is staff properly trained to incorporate technology into the classroom?	x		However, some could use refresher training.
I. Are there adequate licensed support personnel such as counselors, librarians, nurses, etc.?		x	We have had agency nurses this year. Would love to see our current agency nurse hired by the district.
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?	Tutoring at some grade levels, student council, safety patrol, girl scouts		Due to covid we don't have as many extra activities as in the past.
B. What technology is needed to support the curriculum?	Imagine Learning, Reflex, Moby Max, Reading A-z		
	Yes	No	Rationale/Notes <i>(If no, please provide detailed notes regarding identified needs.)</i>
C. Is the curriculum aligned with state standards?	x		
D. Are there appropriate and adequate instructional materials?		x	Not at this time, but new curriculum has arrived and we will be implementing 2022-23 school year
E. Is current technology appropriate?		x	Need new ipads, some are outdated and won't run some programs. Also need teacher ipads.
Section 4: FACILITY NEEDS			
	Yes	No	Rationale/Notes <i>(If no, please provide detailed notes regarding identified needs.)</i>
A. Is there adequate space for student learning?		x	We have enough classroom space but have support staff sharing spaces, Storage is a problem.
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	x		**Need tables for 3rd grades. Currently have very old desks. Would like to have tables to foster engagement and collaboration. Need new chairs for 2nd grade classrooms. Current older chairs will not fit under the newer trapezoid tables that we purchased last year. **New tile on floors that are uneven on the east side of the building. **Student bathrooms are very old and not in good condition. Sinks, floors, etc need to be replaced.
Section 5: PARENTAL NEEDS			
	List Activities		Rationale/Notes
A. What parental involvement opportunities do you currently offer?	Please see attached document for activities. Due to covid restrictions we have not been able to complete all activities this year but look forward to next year.		https://docs.google.com/document/d/1ziXmH86ONL3k9OTfPlrcd9Q4fbtEs1iA/edit?usp=sharing&ouid=105467023122316084452&rtop=true&sd=true
B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?			We want parents to be involved in consistent communication with the school, engagement in school activities and involved in community activities.
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?	Internet safety training, homework help,		Will offer more now that Covid numbers are improving.
	Bright Arrow through infinite campus, website, facebook, smore newsletters, teachers text families,		
D. What types of communication exists with parents and community? Is it adequate?			A new, more user friendly website is coming.
Section 6: HIGH SCHOOL NEEDS (9-12/Alternative Buildings)			
	Data Points		Rationale/Notes
A. What is the current graduation rate?	n/a		
B. What is the current dropout rate?	n/a		
Section 7: OTHER			
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.)?	Data Points		Rationale/Notes
	staff, parents		
	Yes	No	Rationale/Notes <i>(If no, please provide detailed notes regarding identified needs.)</i>
			Refer to your site council and building leadership team, as well as Family Engagement Survey input.
			Guidance Notes

<p>B. Are Title II-A and Title V funds used to address the identified needs?</p>	<p>x</p>		<p><i>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.</i></p>
--	----------	--	---





