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| SCHOOL NAME | F.L. Schlagle High School |
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| KCKPS Building Needs Assessment 2021-22 Budget Planning (HB 2067) |
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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 |
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| A. How many students are enrolled at this school building? | 2020-2021: 881; projection 2021-2022: 809 | I do not want to lose teachers due to the lower numbers for the next school year. | Use 9/2020 enrollment count; provide additional notes if there's been a change in your enrollment since the 9/2020 count.) |
| B. How many students enrolled at this building meet the definition of at-risk? (Free Lunch) | Economically disadvantaged 2019- 69.2%; 2020- 79.4% | Schlagle is also the home school for Avery Village group home | Per state at-risk funding guidelines, use the number of students eligible for 'free lunch' in your building per 9/2020 enrollment count. |
| C. What is the pupil-teacher ratio? | District requirement: 9th grade- 1:18; 10th grade- 12th grade- 1:23 | We do the best we can to reach these ratio goals. | Use district guidelines of: K-9th grades 1:21; 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? | 1:20 for all grade levels. | I'm concerned with balancing classes. | |
| E. How many students have an IEP, including Gifted? | 20-21: 158 | | |
| F. How many students are severely handicapped? (SAILS 1) | 20-21: 23 Sails students | | 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? | 20-21: 265 | | |
| 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=8329&rptType=1 | 10th grade ELA has shown growth. PLC practices are improving. | Use 2018-19 Summative KAP data. |
| 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=8329&rptType=1 | 10th grade math PLC has created plans to help students understand what is being asked in the math problem. They emphasize scholarly language. | Use 2018-19 Summative KAP data. |
| 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.) | 17.2% of 10th grade students will achieve level 3 or higher on the KAP ELA assessment; 14.5% of 10th grade students will achieve level 3 or higher on the KAP math assessment | This data stays consistent with our trajectory to reach 2030 goals. Also using ACT scores, accuplacer, student progress in college classes, student progress in AP classes. Use of honors courses and Pre-AP courses to prepare students for upper level, AP, and college level work. | |
| 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=8329&rptType=1 | Yes there is a disparity, but all students need to improve. | |

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| Section 2: STAFF NEEDS |
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| | Data Points | Rationale/Notes | Guidance Notes |
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| A. How many additional teachers are needed to meet the School Improvement Plan goals of this building? | I need enough teachers to address the needs of each pathway at Schlagle. (Looking how many teachers I have in each pathway 9 additional teachers would help) | 2019-2020: I was given 49 FTEs in general fund staffing. After the count I lost 4 FTEs. I would like to have those FTEs returned to my general fund so I can build on my pathways. Currently I do not have enough teachers in any pathway to have students complete the pathway. | Provide documentation or notes regarding any special considerations for teachers needed beyond the district's 1:21 or 1:23 guidelines. |
| 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.) | I need teachers to fill hard to fill courses, such as the sciences. We have more students enrolling in world languages as well and we need more teachers to balance these courses. | 20-21: I have run the building with 2 science openings (chemistry and physical science) and 1 spanish opening. | |

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| C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building? | More development needed on how to analyze and to use data to inform instruction. More development is needed on PLC meeting systems. | Teachers meet faithfully in PLCs to plan. Need to go deeper with data to inform instructional planning and instructional moves. |
| 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? | Schlagle teachers currently get 120 minutes above the negotiated agreement of 225 minutes of plan time. | Schlagle teachers get 345 minutes of plan time per week. |
| E. How many classified instructional support staff are currently employed and how many are needed at this building? | There are 7 positions | 20-21: 2 para openings in Sails (1 para and 1 para/nurse) these positions have been open since the 19-20 school year. |
| | 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? | Yes | No Data according to KSDE. https://ksreportcard.ksde.org/teacher_quality.aspx?org_no=D0500&blgd_no=8329&rptType=1 |
| G. Do teachers and students have sufficient access to a variety of technology? | YES | Each student has a macbook air, each teacher has a macbook air |
| H. Is staff properly trained to incorporate technology into the classroom? | | No Teaching remotely has assisted in movement in this area. The technology learned has been limited. |
| 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

| | List Activities/Items | Rationale/Notes |
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| A. What extended learning opportunities are provided? | Credit recovery offered during the school day for students; after school tutoring; twilight school; college courses and TEC courses, Bio plus, Google IT cert course, OSHA 10 cert, AP and Pre-AP classes | Would like to have time, space, and staff to have during the school day instructional interventions. |
| B. What technology is needed to support the curriculum? | On-line platforms to address diverse student learning needs and styles | Would also like to offer this opportunity for students who want to complete requirements sooner to start college courses earlier to achieve the associates degree and high school diploma when they graduate. |
| | Yes No | Rationale/Notes <i>(If no, please provide detailed notes regarding identified needs.)</i> |
| C. Is the curriculum aligned with state standards? | Yes | |
| D. Are there appropriate and adequate instructional materials? | Yes | |
| E. Is current technology appropriate? | Yes | However, there is always room for growth |

Section 4: FACILITY NEEDS

| | Yes | No | Rationale/Notes <i>(If no, please provide detailed notes regarding identified needs.)</i> |
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| A. Is there adequate space for student learning? | Yes | | |
| B. Are there necessary repairs and/or adjustments to the existing space that need to be made? | Yes | | Do to the fact that the facility is aging. There are needed repairs. |

Section 5: PARENTAL NEEDS

| | List Activities | Rationale/Notes |
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| A. What parental involvement opportunities do you currently offer? | PTSA, Site Council, Schlagle Alumni Association | Some Schlagle parents are also Schlagle alum |
| 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 have them actively participate and commit to PTSA and Site Council | Every year, with the exception of 20-21, these groups get started, but don't make it to the end of a school year. There is little commitment. There is a little more commitment from Schlagle alum, but very limited. |
| C. What types of parent training programs <i>(teaching parents how to give student help with homework, teaching parents how to use technology that students will be required to use, etc.)</i> are provided? | None | |
| D. What types of communication exists with parents and community? Is it adequate? | Bright arrow messages, Infinite Campus homepage, PTSA meetings, Site council meetings, extra curricular events. This is not adequate. There are also parent meetings (more for seniors during covid). | We need a systematic way to regularly communicate with our parents. |

| Section 6: HIGH SCHOOL NEEDS (9-12/Alternative Buildings) | | | |
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| | | Data Points | Rationale/Notes |
| A. What is the current graduation rate? | | https://ksreportcard.ksde.org/grad.aspx?org_no=D0500&bldg_no=8329&rptType=1 | Schlagle's data is different then KSDE. Our data can be found at this link. https://docs.google.com/spreadsheets/d/1fkmqjlyT_P6-cHj-PfbkImL8mEg-smU_8f2z1Ve6A/edit?usp=sharing |
| 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.)? | | None | |
| | | Yes | No |
| B. Are Title II-A and Title V funds used to address the identified needs? | | | |
| | | | Rationale/Notes (If no, please provide detailed notes regarding identified needs.) <i>NA</i> |
| | | | Guidance Notes <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> |





























