

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: 473 Chapman	Bldg #	Grades Served:
School: Blue Ridge Elementary	7552	K-5th Grade

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs	Notes
a. Student Headcount	66 students
b. Percentage of students with an active IEP	18.00%
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%
d. Percentage of students identified as At-Risk (Free lunch)?	69.00%
e. Pupil-Teacher Ratio Average	11 to 1
f. Pupil-Teacher Ratio Median	10.0
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	currently no foster students
h. Are there gaps in student success among race/ethnicity student subgroups?	no
i. Is there a tiered system of support to target reading growth?	yes
j. Is there a tiered system of support to target math growth?	Not yet, but we will be starting the math curriculum adoption this coming year.
k. Are there local assessments to measure reading growth?	Fastbridge
l. Are there local assessments to measure math growth?	Fastbridge
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes

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n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	We use our MTSS process to support the students in the area of reading and this can impact their scores in other areas if they improve their reading skills.	We have adopted a tier 2 and tier 3 reading resource for reading as well and will be implementing it this school year.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	KESA goal is to have 80% of the students reading on grade level by 2025.

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition)

		Notes
a. How is social/emotional growth being measured?	Fastbridge-SAEBRS	
b. What are the targets/goals related to social/emotional growth?	Decreasing the number of students at high risk or some risk on our SAEBRS data. Using our new BSEI curriculum called Character Strong for morning meetings and group counseling.	Using morning meetings, class counseling sessions, and individual counseling sessions to meet the students' social and emotional needs.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Brigrance Screener	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	letter identification, able to count, recognize shapes and colors	Based off of the Brigrance, we share ideas with the parents on skills they can work on with their child over the summer leading into the child's kindergarten year.
e. How are successes of Individual Plans of Study being measured?	N/A	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	
g. How are you ensuring students are civically engaged?	N/A	

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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	none	We will continue to discuss with staff and site council about after school program and future Pre-K options.
b. Are there appropriate and adequate instructional materials?	Yes	New ELA, Reading tier 2 and 3 resoucrs, and BSEL curriculum for the 22-23 school year. A new math committee will be formed in 22-23 for adoption of curriculum.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	yes 1:1 l pads	Teachers will receive new macbook airs and each classroom a new apple tv in 22-23.
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the following capacities?		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	N/A	Writing and oral presentation skills are built into all core areas in elementary classrooms. It is an area of concentration in our new Open Court ELA curriculum daily.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	N/A	History class topics are provided multiple times in a week.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	N/A	History class topics are provided multiple times in a week.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	yes	Between our Physical Education classes and our counselor we are teaching students about their mental and physical health.

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5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	yes	The students get to study art twice a month during a 45 minute art class and they also get music everyday for 25 minutes.
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	N/A	Music cultural exposure, Field trips and exploration of careers in the classroom.

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		Notes
SECTION 5: Staff Needs		
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	yes	
b. How many classified support staff are currently employed?	5	two are half time positions
c. How many classified support staff are needed?	5	two are half time positions
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	yes	Currently need to replace a counselor position. An additional nurse was added for support. Do not get daily library but use a bookmobile three times a week.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	New curriculum training for our teachers.	Professional development for our new curriculums throughout the upcoming school year along with Social Emotional training.
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	yes	Nice size classrooms, gym, plenty of space outside as well.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Developing a plan for replacement of out of date HVAC systems and providing fresh air which can increase alertness.
c. Are additional School Buses needed or any additional Routes needed?	no but bus fleet needs to be updated as many go out of service years.	
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	yes	breakfasts and lunch opportunities, assemblies, programs, conferences

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b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	none	
c. Do you have an active Site Council?	yes	we meet quarterly
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	yes	PTO meets monthly
e. What types of communication exists with families? Is it adequate?	yes - newsletters, phone calls, power announcements	
f. What types of communication/social media exists with your community? Is it adequate?	yes - Google Classroom, SeeSaw, Facebook	

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SECTION 8: School Data		Notes
a. Building Attendance Rate	93.5%	
b. Building Chronic Absenteeism Rate	21.3%	
c. District Chronic Absenteeism Rate	23.1%	
d. District Graduation Rate	94.3%	
e. District Dropout Rate	1.0%	

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	N/A	
b. What is our building dropout rate?	N/A	
c. What is our average comprehensive ACT score?	N/A	

SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Increasing our community and family involvement.	Due to Covid, our activities were shut down, and we would like to go back to having more community and family involvement activities.
1. Can these be achieved with additional resources?	No additional resources are needed at this time.	Need to keep up the adoption of curriculum for core areas along with Tiered support.
2. Why or why not?		
b. Additional building unique items:		