

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

District: <u>4/3 Chapman</u>	Blg #	Grades Served:
School: <u>Chapman Elementary School</u>	7540	PreK-5th grade

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

SECTION 1: Student Needs	Notes
a. Student Headcount	320
b. Percentage of students with an active IEP	25.00%
c. Percentage of students enrolled in English Language Learner (ELL)	0.01%
d. Percentage of students identified as At-Risk (Free lunch)?	63.00%
e. Pupil-Teacher Ratio Average	22-1
f. Pupil-Teacher Ratio Median	24.0
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes Utilize counselor, Kansas Mental Health Services and educational advocates for finding outside services.
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 MTSS reading is designated in the schedule daily for 30 minutes.
j. Is there a tiered system of support to target math growth?	No This currently does not take place but is set to be implemented in the next two years as we work with TASN on a system of support.
k. Are there local assessments to measure reading growth?	Yes Reading Streets Unit Assessments, Next year will be a new curriculum called Open Court, Fastbridge screener 3 times a year for the screener.
l. Are there local assessments to measure math growth?	Yes Expressions Unit Assessments, Fastbridge used 3 times a year for a screener.
m. Are there learning opportunities for students to focus on academic needs	Yes IEP pullouts, daily K-5 Reading MTSS groups
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes During the '22-23 school year a math committee will be formed to adopt a new curriculum to match state standards. Time is built in weekly for PLC time and every 6 weeks for BLT.

o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	One of the KESA goals is to reach 80% level for students to reach grade level reading. The goal is to have growth every year as the data is annualized.
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star		Notes
a. How is social/emotional growth being measured?	SAEBRS- Three times a year	K-5 teachers complete the SAEBRS Assessment 3 times per year (Fall, Winter, Spring). Fifth grade students also complete MySAEBRS 3 times per year (Fall, Winter, Spring)
b. What are the targets/goals related to social/emotional growth?	To ensure students social-emotional needs are being met	The goal of USD 473 is to flip the MTSS triangle so that more of our students through our effort move into the green targeted area (Tier 1).
c. How do you determine students are ready for Kindergarten? (only if	Brigance Assessment	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Phonemic and Phonological Awareness, Social-Emotional, Math	Piloted Fastbridge Assessments for Preschool students. Adopting Frog Street for 2022-2023
e. How are successes of Individual Plans of Study being measured?	N/A	
f. What are the targets/goals related to postsecondary	N/A	
g. How are you ensuring students are civically engaged?	N/A	
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school	Extended School Year is offered to a select	
b. Are there appropriate and adequate instructional materials?	During the 2021-22 year, we used Reading Streets Reading curriculum which was inadequate. We used Tier 2 and Tier 3 materials that were provided by TASN (Kansas Technical Assistance System Network) at no charge. We did not have an SEL curriculum. Elementary administration developed a list of character traits that each school would address throughout the 2021-22 year. We continued to use Math Expressions.	We have adopted Open Court Reading for 2022-23 year. We have adopted Tier 2 and Tier 3 materials for 2022-23. We have also adopted the SEL curriculum Character Strong for the 2022-23 year. Our PK teachers will be using Frog Street which was adopted to be used beginning in the 2022-23 year. We will continue using Math Expressions.

c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	We have 1 to 1 iPads for K-5 students. PK students did not have access to iPads during the 2021-22 year.
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation		
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.		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		History class topics are provided multiple times in
3. Sufficient understanding of governmental processes to enable the		History class topics are provided multiple times in
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.		Between our Physical Education classes and our counselor we are teaching students about their mental and physical health. Kansas Mental Health is also a grant funded program that benefits students in the school.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.		Cultural and historical areas are covered in the musical class area which meets everyday.
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.		The CHS FFA brings up students to help with extra labs to better understand and receive hands on vocational prespectives.
SECTION 5: Staff Needs		Notes
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	Yes	The maximum class number will be looked at each year to evaluate teacher needs with increase numbers in the building.
b. How many classified support staff are currently employed?	10	
c. How many classified support staff are needed?	0	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc. ?	Yes	Mental health and services for more is always needed, an additonal nurse was hired for support.
e. Are principals & other key staff trained to provide instructional leadership	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	PLC Training, Current Instructional Practices, Social-Emotional Training	

SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that	Yes	
c. Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	PreCovid- we hope to get back to how it was before (lunch time with parents, open houses, teacher conferences, and looking into even more events.
b. What types of caregiver training programs (teaching guardians how to	We do not do this	
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with	Yes	
e. What types of communication exists with families? Is it adequate?	Monthly and Weekly Newsletters	This is one of our goals for the 2022-2023 school year is to improve our communication
f. What types of communication/social media exists with your community?	Facebook, Twitter	It depends on how it is being used

SECTION 8: School Data		Notes
a. Building Attendance Rate	94.0%	KSDE 2020-2021 School Report Card
b. Building Chronic Absenteeism Rate	17.5	
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?	Curriculum Resources	Starting to get on a new rotation with ELA in 21-22, Math 22-23 and future years to complete the core areas.
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	We are working on selecting curriculum that is current with instructional practices in the areas of reading, social-emotional, and	Next year a new math committee will be formed, PLC discussions weekly, and BLT meetings every 6 weeks
b. Additional building unique items:		