

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

District: <u>473 Chapman</u>	Bldg #	Grades Served:
School: <u>Chapman High School</u>	7542	9th-12th

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

SECTION 1: Student Needs	Notes	
a. Student Headcount	347	
b. Percentage of students with an active IEP	10.80%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	100.00%	All students received free meals last year.
e. Pupil-Teacher Ratio Average	12.1	
f. Pupil-Teacher Ratio Median	12.0	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes.	Our counselor serves a liason with our Foster Care 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.	We have implemented MTSS Tiered strategies. We use the rewards program with Tier 2 and Tier 3. Our Tier 1 intervention includes fluency partners as a building wide strategy.
j. Is there a tiered system of support to target math growth?	Yes.	We have a Tier 2 and Tier 3 math lab and opportunity room for our math students. They receive skill based instruction with frequent progress monitoring.
k. Are there local assessments to measure reading growth?	Yes	Fastbridge growth screener which is used building wide and targeted through BLT and PLCs to provide interventions. The collection curriculum series assessments are used in all ELA classrooms.

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l. Are there local assessments to measure math growth?	Yes.	Fastbridge growth screener which is used building wide and targeted through BLT and PLCs to provide interventions.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes.	Yes, concurrent classes, certifications, partnerships with technical schools and new work-based learning program. We have seen a significant increase in our post-secondary success rate due to a targeted effort to provide students as many post-secondary opportunities while in high school to create the best possible avenue to success after high school.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes.	Yes, we were pleased with our state assessment scores but are always striving for improvement. We are now working with students in advisory using a target intervention for reading. Our special education students are also receiving this intervention.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes.	Our goal is that 80% of our students read at grade level by the year 2025. This will in turn move students to Levels 3 and 4 on the state assessments.

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and	Notes
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a. How is social/emotional growth being measured?	My SAEBRS/SAEBRS	Our students and teachers complete this quarterly. Through work with TASN this year we will take this data to create goals and a targeted intervention plan based on our data.
b. What are the targets/goals related to social/emotional growth?	We will be setting our ESL goals and targets this year with the help of TASN	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	n/a	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	n/a	
e. How are successes of Individual Plans of Study being measured?	Our students are transitioning to Google Sites for the Individual Plans of Study. These will be completed/managed by the Advisory Teacher.	Students completing work based learning program will present their experience to their advisories and a teacher panel for successful completion of their work based learning experience. This will include their IPS.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Our goal is to provide many opportunities during their senior year (work-based learning, concurrent coursework, and certifications) so students have a headstart on their post secondary plans. Our goal is to raise our Post	

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g How are you ensuring students are civically engaged?	Through our government class, our students have taken part in mock-trials, complete financial literacy, and our students are asked through many clubs and activities to complete service hours.	
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Please consider the following questions as you complete the needs assessment for your building.

SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Special Education Summer School	
b. Are there appropriate and adequate instructional materials?	Yes.	We just finished a SEL adoption. In the next two years, the focus will be to complete an EIA curriculum adoption
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes.	Each of our students is given a chromebook that has been updated in the last two years. Our teachers will be provided new apple TVs, macbook airs, and our provided technology support as needed. The next focus is new IMACS for the classroom businesses.
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)	Yes.	
c. Is every child in your school provided at least the following		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes.	Yes, we use Standards Based Grading which targets not only reading and writing but also speaking and listening. Our students are taught and then assessed on all elements of those communication skills.

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2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes.	Yes, our students all complete our Government class which includes all areas of our government but also financial literacy.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes.	Yes, our students all complete our Government class which includes all areas of our government but also financial literacy. This includes registering to vote.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes.	Our students all take PE/Health. They will also all be receiving SEL curriculum just adopted for instruction through the advisory period.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes.	We have a school wide book club where we make every effort to take into account authors, lead characters, and cultural situations that take into consideration diversity.

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<p>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.</p>	<p>Yes.</p>	<p>We offer 12 CTE pathways that cover all the competencies and skills needed. We have partnerships with 1 community college and one technical school where students may take concurrent classes during the school day. We also run 6 school run businesses where students learn job related skills. This year we are adding a work-based learning program for seniors.</p>
<p>7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.</p>	<p>Yes.</p>	<p>We offer 12 CTE pathways that cover all the competencies and skills needed. We have partnerships with 1 community college and one technical school where students may take concurrent classes during the school day. We also run 6 school run businesses where students learn job related skills. This year we are adding a work-based learning program for seniors.</p>

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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 being taught in said classroom, and meet the goals of the school?	Yes.	We have been fortunate at CHS to be able to find highly qualified and highly skilled teachers. Our teacher retention rate is high and we are fortunate to have a dedicated group of experienced teachers.
b. How many classified support staff are currently employed?	7	
c. How many classified support staff are needed?	7	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes.	This year we added another nurse to our district which has allowed much more support from a school nurse. We have library and counseling support daily.
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?	Supported work through TASN and professional development aligned to KESA plan and District/Building Goals.	
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 need to be made?	No.	

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c. Are additional School Buses needed or any additional Routes needed?	No but keeping the fleet updated will be important as many buses are at the end of their service	It has been beneficial to provide our technical college students transportation to and from.
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes. Athletic Events, Scheduled Parent/Teacher Conferences, School Events, Site Council, etc.	
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?	No.	
c. Do you have an active Site Council?	Yes.	We will set goals as a SITE council to implement the goals and support mentioned above. This will include business owners, parents, teachers and students.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes. We have a Booster Club.	
e. What types of communication exists with families? Is it adequate?	Social Media/School Information System E-mails/Weekly Announcements and Updates	
f. What types of communication/social media exists with your community? Is it adequate?	Facebook/Relationship with local papers. Yes, it is adequate	

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SECTION 8: School Data		Notes
a. Building Attendance Rate	88.9%	Covid absences have cause this number to drop.
b. Building Chronic Absenteeism Rate	29.5%	Covid absences have contributed and focus on SEL through TASN will help to document the data and how to help decrease this percentage.
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	94.3%	
b. What is our building dropout rate?	1.0%	
c. What is our average comprehensive ACT score?	19.9	With almost all juniors now provided a free ACT opportunity it does increase the pool and lowers the average with students who are not interested in college.
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?	Our attendance rate must improve. We will do this through our SEL curriculum and work within the BLT, PLCs and DLT to	

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1. Can these be achieved with additional resources?	Yes.	The Kansas Mental Health program with therapists in the building will begin at the CHS level next year.
2. Why or why not?	I believe our work with TASN and really zeroing in our SEL curriculum and plan will support better attendance rates for all students.	
b. Additional building unique items:		