

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

|   |               |                       |
|---|---------------|-----------------------|
| <b>District:</b> <u>473 Chapman</u>         | <b>Bldg #</b> | <b>Grades Served:</b> |
| <b>School:</b> <u>Chapman Middle School</u> |               | 6th - 8th             |

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

| SECTION 1: Student Needs   | Notes   |  |
|--|---------|--|
| a. Student Headcount   | 295     |  |
| b. Percentage of students with an active IEP   | 15.00%  |  |
| c. Percentage of students enrolled in English Language Learner (ELL)   | 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   | 18.0    |  |
| f. Pupil-Teacher Ratio Median  | 18.0    |  |
| 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  | 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.    | MTSS time set aside every day for Math tier 2 and 3 intervention groups in the morning.  |
| 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 ELA teachers started following our Collections curriculum and use of the assessments. |
| 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. Number Worlds is the tiered assessments to track progress.                                |
| m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting? | Yes.    | Tutoring will be provided during advisory.   |

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| n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores? | Yes. | This is an area for CMS to focus on to align the state standards to exactly what is being taught and developing the Tier 1 teaching strategies.             |
| o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?  | Yes. | Our KESA 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 Star**

|  |  | <b>Notes</b>  |
|--|--|---|
| 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   | Next year will involve adding attendance, grades, and behavior to create an MTSS SEL leveled support.   |
| c. How do you determine students are ready for Kindergarten? (only if  | n/a  |   |
| d. What are the targets/goals related to Kindergarten Readiness? (only   | 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.                                      | Have started using Xello for survey results and developing an IPS on Google Sites for every student as a digital portfolio.   |
| f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12) | The goal is to give a good foundation to start pathway classes in the high school along with starting their IPS plans. | CMS is increasing the exposure for students with introductory pathway classes along with electives involved with stem. This includes woodworking, AG, Art, and computer applications. |
| g. How are you ensuring students are civically engaged?  | Yes  | Mainly supporting in our history classes but also leadership in our student council. An additional elective class was added for the stock market.                                     |

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| <b>SECTION 3: Curriculum Needs</b>  |                                 | <b>Notes</b>  |
|---|---------------------------------|---|
| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?   | Special Education Summer School | Would like to offer after school clubs but a lot of our students live outside the town. Sports are offered and adding Scholar's Bowl & NHS for academic challenge and volunteer work. |
| b. Are there appropriate and adequate instructional materials?  | Yes.                            | ELA curriculum and Math tiered curriculum adopted this year and a committee will put together a recommendation for Math next year.  |
| c. Is current technology appropriate? If no, what technology is needed to support the curriculum?   | Yes.                            | One to One chromebooks for every student, new mac book airs for teachers and staff '22-23, and new apple tv's.  |
| <b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>   |                                 | <b>Notes</b>  |
| 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) | N/A                             |   |
| 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.  | Yes.                            | Focus on writing skills in ELA and oral presentations in all core classes.  |
| 2. Sufficient knowledge of economic, social, and political systems  | Yes.                            | Address topic during history class.   |
| 3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.                  | Yes.                            | Address topic during history class.   |
| 4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.  | Yes.                            | Coordinates with counselor and teachers but also support by Central Kansas Mental 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. | Expanded a few years ago to offer choir in both 7th and 8th grade, 6-12th grade band, and a full time art teacher.            |
| 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. | Yes. | Expanded to offer Ag and Woodworking introductory courses in middle school in which students get to use the high school shop. |
| 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.  | Yes. | Advanced courses being added in the core classes to challenge students to reach their full potential.                         |

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| <b>SECTION 5: Staff Needs</b>  |  | <b>Notes</b>  |
|--|--|---|
| 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.   | Would love to not have to share a choir teacher so more students could take music at the middle level   |
| b. How many classified support staff are currently employed?   | 6 paras  |   |
| c. How many classified support staff are needed?   | 6 paras  |   |
| 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   | 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. Researched based Instructional Strategies to strengthen Tier 1 instruction. | Every day the core teachers have a team plan and every two weeks grade level PLC's for collaboration plus inservice days.                               |
| <b>SECTION 6: Facility Needs</b>   |  | <b>Notes</b>  |
| a. Is there adequate space for student learning?   | Yes.   | The larger requests being made for out of district will have to be maintained to keep class sizes manageable.   |
| b. Are there necessary repairs and/or adjustment to the existing space   | No.  |   |
| c. Are additional School Buses needed or any additional Routes needed?   | No.  | Routes are covered but could use bus drivers each year. Updating of buses will be needed over the next couple years.                                    |
|  |  |   |

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| <b>SECTION 7: Family Needs/Community Relations</b>  |   | <b>Notes</b>   |
|---|---|--|
| a. Do you have regular events to engage parents with teachers?  | Yes. Athletic Events, Scheduled Parent/Teacher Conferences, School Events, Site Council, etc. | COVID has prevented this but hope to add things other than Conferences. Future plans for next year will include open houses, and other events.             |
| b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will | 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  | No  |  |
| e. What types of communication exists with families? Is it adequate?  | PowerAnnounce, Bulletins, FB, calls home  | A goal is to increase verbal contact by phone for not only help but positive messages.   |
| f. What types of communication/social media exists with your community? Is it adequate?   | PowerAnnounce, Bulletins, FB, Site Council, Open House  |  |

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| SECTION 8: School Data   |  | Notes  |
|--|--|--|
| a. Building Attendance Rate  | 92.7%  | Covid absences have cause this number to drop.   |
| b. Building Chronic Absenteeism Rate   | 21.5%  | 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  | 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? | Our attendance rate must improve. We will do this through our SEL curriculum and work within the BLT, PLCs and DLT to create strategies for improving attendance |  |
| 1. Can these be achieved with additional resources?  | TASN support-Kansas Mental Health Support-Additonal supervision support  |  |

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| 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: |  |  |
|                                      |  |  |
|                                      |  |  |