

## 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>Enterprise Elementary</u>	7546	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	78	
b. Percentage of students with an active IEP	21.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	87.00%	
e. Pupil-Teacher Ratio Average	12.0	
f. Pupil-Teacher Ratio Median	13.0	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	Counselor or Central Kansas Mental Health
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	Worked with TASN for MTSS Tier Support based off of skill level to actively move in or out every 14 days for ELA/Reading.
j. Is there a tiered system of support to target math growth?	No	Starting the math curriculum adoption this coming year and will also be looking at what resources we have for tier 2 and tier 3 for math.
k. Are there local assessments to measure reading growth?	Fastbridge	We assess reading with fastbridge 3 times a year and then progress monitor every 10-14 days. Reading street was used as the curriculum and new curriculum called Open Court for 22-23 school year.

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l. Are there local assessments to measure math growth?	Fastbridge	We assess math with fastbridge 3 times a year- fall, winter, spring. Math Expressions Assessments are used in the classroom with the curriculum.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	no	Starting an afterschool program for the 22-23 school year.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	MTSS for reading, new tier 2 and tier 3 resources for reading, new BSEL curriculum, and we will be starting the math curriculum adoption process	PLC's for teachers, administrator and counselor every week to assess growth and make appropriate changes. Building level teams meet every 6 weeks.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	The KESA goal is to have 80% of the students reading at grade level by 2025.

<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star</b>		<b>Notes</b>
a. How is social/emotional growth being measured?	SAEBRS	SAEBRS three times a year
b. What are the targets/goals related to social/emotional growth?	Not have as many students at high risk or some risk on SAEBS	Counseling based off of our SAEBS and will begin with TASN to monitor areas like attendance, discipline, and grades to make adjustments.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Brigance Screener	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	letter recognition, able to count, recognize shapes	When the students come for Kindergarten Round Up in the spring, we share academic ideas with parents that they can work on with their child over the summer
e. How are successes of Individual Plans of Study being measured?	N/A	

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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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<b>SECTION 3: Curriculum Needs</b>	<b>Notes</b>
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Nothing right now. After school program next year
b. Are there appropriate and adequate instructional materials?	yes  New curriculum for ELA, tier 2, tier 3, and BSEL all for the 22-23 school year. We will be starting the math curriculum adoption process this year.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	yes 1:1 to iPads  New macbook airs are being ordered for all teachers and apple tv's for all classrooms.
<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)	
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  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.	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.	History class topics are provided multiple times in a week.

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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.
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.		Music cultural exposure, Field trips and exploration of careers in the classroom.

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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	
b. How many classified support staff are currently employed?	4	
c. How many classified support staff are needed?	5	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc. ?	yes	Currently looking to fill the counseling position and a second nurse was added last year for additional help. Library is not every day but three times with a bookmobile.
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?	Training over our new curriculums.	Professional development for our new curriculums throughout the upcoming school year along with Social Emotional Training.
<b>SECTION 6: Facility Needs</b>		<b>Notes</b>
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?	Yes	A Plan is being developed currently for replacing out of date HVAC and prociding plans for more fresh air to each room to help with sickness and alertness.
c. Are additional School Buses needed or any additional Routes needed?	no but up keep of the bus fleet is important with many buses going out of their service life.	

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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 - Will increase more now after covid restrictions lifted	Working on forming a new PTO organization, Site Councils, and providing open houses plus parent teacher conferences.
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	Quarterly
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No	Currently working on getting a PTO going for the upcoming school year.
e. What types of communication exists with families? Is it adequate?	Monthly newsletters, power announcements, phone calls home	
f. What types of communication/social media exists with your community? Is it adequate?	yes	Newsletters, facebook posts, Seesaw, Google Classroom, power announcements

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<b>SECTION 8: School Data</b>	<b>Notes</b>
a. Building Attendance Rate	93.2%
b. Building Chronic Absenteeism Rate	23.3%
c. District Chronic Absenteeism Rate	23.1%
d. District Graduation Rate	94.3%
e. District Dropout Rate	1.0%

<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>	<b>Notes</b>
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

<b>SECTION 9: Other Data</b>	<b>Notes</b>
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.
1. Can these be achieved with additional resources?	No additional resources are needed at this time.
2. Why or why not?	
b. Additional building unique items:	