

## 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>Rural Center</u>	<b>7552</b>	<b>PK-5</b>

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

SECTION 1: Student Needs		Notes
a. Student Headcount	59	Ending enrollment on 5.18.2022, 64 was our highest enrollment during the 2021-22 year.
b. Percentage of students with an active IEP	19.00%	Academic & Speech
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	63.00%	All At-Risk students
e. Pupil-Teacher Ratio Average	8.0	We had 2 combination classes (1 & 2 and 3 & 4) in the 2021-22 year. We will also have 2 combination classes in 2022-23 (2 & 3 and 4 & 5).
f. Pupil-Teacher Ratio Median	7.0	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	We had 2 foster students for a short time during the 2021-22 year. Their needs were met while they were students at Rural Center. One student was ELL. The title teacher provided services to the students.
h. Are there gaps in student success among race/ethnicity student subgroups?	No	We have 1 race/ethnicity subgroup.
i. Is there a tiered system of support to target reading growth?	Yes	30 min of Reading MTSS daily for K-5 students
j. Is there a tiered system of support to target math growth?	No	We did not have Math MTSS groups for the 2021-22 year. Cheri Simpson, title teacher, will provide additional Math support for 2-5 students during the 2022-23 year. We will be adopting and implementing a new Math series during the 2023-24 year.

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k. Are there local assessments to measure reading growth?	Yes	Reading Streets Unit Assessment, Next year will be Open Court, FastBridge 3 times a year for a screener
l. Are there local assessments to measure math growth?	Yes	Expressions Unit Assessments, FastBridge 3 times a year for a screener.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	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?	Student data for reading is reviewed weekly during Collaboration Teams to determine which skills need to be targeted. We have adopted the Open Court Reading series which follows the Science of Reading. We have also adopted 2 supplemental programs to provide Tier 2 and Tier 3 materials that will be taught explicitly	During the 2021-22 year, K-5 teachers met Math needs during their Math core. Cheri Simpson, title teacher, will provide additional Math support for 2-5 students during the 2022-23 year. We will be adopting and implementing a new Math series during the 2023-24 year.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	By the end of the 2021-2022 school year, USD 473 will have created and implemented a strategic MTSS plan to guide students from Tier 3 upward. Our goal in USD 473 is to flip the MTSS triangle by moving more students into Tier 1. (move students from Level 1 and 2 to Level 3 and 4 on state assessments)	Another KESA goal is for 80% of our students to read at grade level by 2025.

<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition</b>	<b>Notes</b>
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**Please consider the following questions as you complete the needs assessment for your building.**

a. How is social/emotional growth being measured?	SAEBRS data	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?	<b>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).</b>	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	BRIGANCE Assessment	This test was administered by the Lead Teacher/Title during Kindergarten Round-Up. The data is shared with the kindergarten teacher.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	We did not have any specific goals for the 2021-22 year, but we want PK students to have knowledge of Phonemic Awareness, Phonics, and beginning Math skills.	We did pilot FastBridge Assessments for our PK program during the 2021-22 year. We also adopted the PK program Frog Street for the 2022-23 year.
e. How are successes of Individual Plans of Study being measured?	NA	
f. What are the targets/goals related to postsecondary	NA	
g. How are you ensuring students are civically engaged?	NA	

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<b>SECTION 3: Curriculum Needs</b>	<b>Notes</b>
a. What extended learning opportunities are provided (after school programs,	None
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
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
<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	NA High School only
c. Is every child in your school provided at least the following capacities?	NA High School only
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	NA High School only
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	NA High School only
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	NA High School only

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4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Physical Education is offered daily for each grade level.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	Music is offered daily for each grade level and explore many different cultures with sounds. History is taught each week involving historical accounts.
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.	NA High School only	
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.	NA High School only	

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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?	No	Our Music teacher is working towards full certification in Music and it is a part-time teaching assignment. Our SPED teacher will be working towards a degree while teaching at Rural Center and Blue Ridge. All other teachers are certified.
b. How many classified support staff are currently employed?	3	1 full-time SPED para, 1 part-time SPED para, 1 part-time teacher's aide
c. How many classified support staff are needed?	3	Both SPED paras would be helpful if they were full-time.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We share Bookmobile, Counselor/Social Worker and the nurse with Blue Ridge and Enterprise Elementary schools.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	The majority of our professional development is provided at the district level. Collaboration is provided weekly in PLC groups for teachers.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Staff Development for Open Court, Frog Street, and Character Strong.	This staff development is on-going and provided at the district level.

<b>SECTION 6: Facility Needs</b>	<b>Notes</b>
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a. Is there adequate space for student learning?	No	We do not have the appropriate amount of space for SPED pullout and/or small group instruction. Some of these small groups work in our conference room when it is available. If the conference room is not available, groups have to work in the gym or the hallway.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Updating of some of the HVAC and furnishes are needed for fresh air intake.
c. Are additional School Buses needed or any additional Routes needed?	No but making sure the fleet is up to date will be important with end of service for many of them.	

<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	Yes	We have family events every month throughout the school year. We also have monthly PTO meetings.
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?	Our Site Council meetings have been held as needed or required.	We will have Site Council meetings on a regular basis during the 2022-23 year.
d. Do you have active PTO, PTA, Booster Club, or other organizations with	Yes	PTO

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<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Teachers send weekly newsletters to families online or on paper. Cheri Simpson, Lead Teacher, frequently communicates with families online and with notes home. I believe that our communication is adequate.</p>	<p>During the 2022-23 year, teachers will communicate in a positive way with ALL parents every month. Cheri Simpson, Lead Teacher, will communicate in a positive way with every family at least once during the 2022-23 year. Communication will be documented on a shared Google document.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Teachers use the following types of communication: written, phone calls, face-to-face conversations, posts to closed class Facebook pages. Cheri Simpson uses the following types of communication: written, phone calls, face-to-face conversations, posts to closed class Facebook pages, posts to our public Rural Center Elementary Facebook page. I believe that our communication is adequate.</p>	<p>We will continue to use the following communication: written, phone calls, face-to-face conversations, posts to closed Facebook pages, and posts to our Rural Center Facebook page.</p>



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<b>SECTION 8: School Data</b>		<b>Notes</b>
a. Building Attendance Rate	94.2%	2020-21 from KSDE School Report Card
b. Building Chronic Absenteeism Rate	25.0%	2020-21 from KSDE School Report Card We had several students that missed a number of days of school due to COVID quarantine situations.
c. District Chronic Absenteeism Rate	23.1%	2020-21 from KSDE School Report Card
d. District Graduation Rate	94.3%	2020-21 from KSDE School Report Card
e. District Dropout Rate	1.0%	2020-21 from KSDE School Report Card
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>		<b>Notes</b>
a. What is our building graduation rate	NA	
b. What is our building dropout rate?	NA	
c. What is our average comprehensive ACT score?	NA	
<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?	Curriculum Needs	We have adopted Open Court Reading, 2 supplemental programs of materials for Tier 2 and Tier 3, Character Strong, and Frog Street (for PK).
1. Can these be achieved with additional resources?	Yes, by using the new curriculum adoptions with fidelity.	
2. Why or why not?		
b. Additional building unique items:	Rural Center is the only school that has combination classes and does not have a teacher for every grade.	

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	Rural Center is located the farthest distance from Chapman.	