

## 2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

<b>District:</b> USD 445	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Community Elementary School	6756	Kindergarten -6th Grade

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

SECTION 1: Student Needs	Notes	
a. Student Headcount	912	
b. Percentage of students with an active IEP	13.49%	
c. Percentage of students enrolled in English Language Learner (ELL) services	16.45%	
d. Percentage of students identified as At-Risk (Free lunch)?	70.62%	
e. Pupil-Teacher Ratio Average	19.60	
f. Pupil-Teacher Ratio Median	20.0	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	We have very limited support for our ESOL students
i. Is there a tiered system of support to target reading growth?	Yes	Intervention groups using the program 95%
j. Is there a tiered system of support to target math growth?	Yes	Teachers are pulling small groups of students to
k. Are there local assessments to measure reading growth?	Yes	Fast Bridge, Lexia, Wonders
l. Are there local assessments to measure math growth?	Yes	Fast Bridge, Dreambox, Envision
m. Are there learning opportunities for students to focus on academic needs outside the	Yes	Flex groups using 95% and Read Live Read Naturally
n. Reviewing state assessment data, what steps are you taking for all students to maximize	Yes	During PLCs we are analyzing data and creating groups
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state	Yes	
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition	Notes	
a. How is social/emotional growth being measured?	National norm surveys	
b. What are the targets/goals related to social/emotional growth?		
c. How do you determine students are ready for Kindergarten? (only if building serves	ASQ, myIGDI, DECA, PBS room,	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves	Literacy: By May 2025, 80% of 4	
e. How are successes of Individual Plans of Study being measured?	NA	
f. What are the targets/goals related to postsecondary completion/attendance? (only if	NA	
g. How are you ensuring students are civically engaged?	Yes	Each grade level does atleast 1 civic engagement

<b>SECTION 3: Curriculum Needs</b>		<b>Notes</b>
a. What extended learning opportunities are provided (after school programs, summer		Summer school is offered. Some teachers stay after
b. Are there appropriate and adequate instructional materials?	Yes	We have lots of instructional materials available.
c. Is current technology appropriate? If no, what technology is needed to support the	Yes	We are currently 1 to 1 and our students are using
<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		NA
c. Is every child in your school provided at least the following capacities?	Yes	
1. Sufficient oral and written communication skills to enable students to function in	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to	Yes	
3. Sufficient understanding of governmental processes to enable the student to	Yes	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural	Yes	
6. Sufficient training or preparation for advanced training in either academic or	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete	Yes	

<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	No	We currently have teachers that are going through the
b. How many classified support staff are currently employed?	42	
c. How many classified support staff are needed?	You can always use more staff.	
d. Are there enough appropriately licensed support personnel such as counselors, librarians,	No	We need more outside therapist to meet with our
e. Are principals & other key staff trained to provide instructional leadership and	Yes	All prinicpals and Instructional coaches attend training
f. What staff development is necessary for teachers to support student success and meet	Dreambox, FastBridge, PLC,	
<b>SECTION 6: Facility Needs</b>		<b>Notes</b>
a. Is there adequate space for student learning?	No	We have 912 students with only 1 gym and 1
b. Are there necessary repairs and/or adjustment to the existing space that need to be	Yes	Repairs are completed in a timely manner
c. Are additional School Buses needed or any additional Routes needed?	Yes	Students are expected to walk if they live closer than
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	Yes	A teacher from each grade level is represented on our
b. What types of caregiver training programs (teaching guardians how to give students help		Parent as teachers, Community Health Workers, ESOL
c. Do you have an active Site Council?	Yes	We have an active Site Council, but few parents
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent	Yes	We meet every month and the officers meet
e. What types of communication exists with families? Is it adequate?	Yes	We display on our marquee any announcements,
f. What types of communication/social media exists with your community? Is it adequate?	Yes	District and school Facebook, email, Remind,

SECTION 8: School Data		Notes
a. Building Attendance Rate	95.9%	
b. Building Chronic Absenteeism Rate	6.8%	
c. District Chronic Absenteeism Rate	7.6%	
d. District Graduation Rate	96.5%	
e. District Dropout Rate	0.04%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	NA	NA
b. What is our building dropout rate?	NA	NA
c. What is our average comprehensive ACT score?	NA	NA
SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces	ESOL Students don't receive	
1. Can these be achieved with additional resources?	maybe	
2. Why or why not?	We would need funding for	
b. Additional building unique items:		

## 2022-2023 State Assessments Review for 2023-2024 Budget Considerations

District: <u>USD 445 Coffeyville</u>	Bldg #	Grades Served:
School: <u>Community Elementary</u>	6756	K-6th

### (A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that

impact our School District include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- Diminishing local control limits our ability to provide supports and services specific to our student and community population
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

We have a

### (B) Identify the budget actions that should be taken to address and remove those barriers.

Our students face a growing number of barriers to success and our district continually works to support them. Current budget constraints that

impact our ability to successfully remove barriers for our students include:

- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Increased funding to expand extended school year and summer school programs for students
- Maintain low teacher/pupil ratio for greater individualized instruction
- Additional ESOL teaching staff for bilingual students
- Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

**(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.**

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and

strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to

estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.

- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students

- While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency

- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's

control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

## 2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

<b>District:</b> USD 445	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> The Dr. Jerry Hamm Early Learning Center	NA	Birth to 5

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

SECTION 1: Student Needs	Notes
a. Student Headcount	214 students age 0-5 Capacity to serve 190 preschoolers and 24 infants
b. Percentage of students with an active IEP	10.00%
c. Percentage of students enrolled in English Language Learner (ELL) services	16.00%
d. Percentage of students identified as At-Risk (Free lunch)?	55.00%
e. Pupil-Teacher Ratio Average	Age 0-3 the ratio is 1:4 Age 3-5 the ratio is 1:10 Ratio requirements vary based upon age
f. Pupil-Teacher Ratio Median	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	yes
h. Are there gaps in student success among race/ethnicity student subgroups?	yes Supports are very limited for ESOL students and
i. Is there a tiered system of support to target reading growth?	yes We progress monitor with myIGDI literacy
j. Is there a tiered system of support to target math growth?	yes We progress monitor with myIGDI numeracy
k. Are there local assessments to measure reading growth?	yes Standards based grade card with common
l. Are there local assessments to measure math growth?	yes We progress monitor with myIGDI literacy
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom	yes Local field trip opportunities are brought onsite and
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	NA
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	NA
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	DECA 2 times per year along with our standards based Standards:
b. What are the targets/goals related to social/emotional growth?	As it relates to DECA and SECD standards The focus is on self-regulation and interacting
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	NA
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	NA
e. How are successes of Individual Plans of Study being measured?	NA
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA
g. How are you ensuring students are civically engaged?	We hold a career fair and bring in community heroes Any chance we get to bring the outside world

<b>SECTION 3: Curriculum Needs</b>		<b>Notes</b>
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Boys and Girls Club Tots	
b. Are there appropriate and adequate instructional materials?	yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	yes	
<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	NA	NA
c. Is every child in your school provided at least the following capacities?	NA	NA
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly	NA	NA
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	NA	NA
3. Sufficient understanding of governmental processes to enable the student to understand the issues that	NA	NA
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	NA	NA
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical	NA	NA
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable	NA	NA
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	NA	NA



<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	yes	The WSU TAP program has made this possible for
b. How many classified support staff are currently employed?	32	USD 445 =21 SEKCAP=11
c. How many classified support staff are needed?	2-3 additional part time teacher assistants	Realistically we can do it with the number we have- if
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Somewhat	We have a nurse, but do not have a counselor.
e. Are principals & other key staff trained to provide instructional leadership and professional development to	yes	Principal, Assistant Director, Instructional Coach and
f. What staff development is necessary for teachers to support student success and meet the school improvement	CPR, First Aid, Positive Behavior Support, CARE	We have these trainings in place and need to sustain
<b>SECTION 6: Facility Needs</b>		<b>Notes</b>
a. Is there adequate space for student learning?	yes for those enrolled	We always have a wait list of students so we could
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	yes	air conditioning in the gym
c. Are additional School Buses needed or any additional Routes needed?	no	The district has adequate bussing to transport those
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	yes	
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use	Parent training and resources provided monthly	This training closely aligns to the district character
c. Do you have an active Site Council?	yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	yes	
e. What types of communication exists with families? Is it adequate?	written, social media, phone calls, in person at drop-	
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Instagram yes- always working to improve	

SECTION 8: School Data		Notes
a. Building Attendance Rate	93%	Improved from 89.1% in 21-22
b. Building Chronic Absenteeism Rate	10.73%	Improved from 50% in 21-22
c. District Chronic Absenteeism Rate	7.6%	Improved from 33% in 21-22
d. District Graduation Rate	96.0%	
e. District Dropout Rate	Drop-out rate 0.035	Total non-grads =7%
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	NA	NA
b. What is our building dropout rate?	NA	NA
c. What is our average comprehensive ACT score?	NA	NA
SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment	Staffing is a constant challenge as well as having	
1. Can these be achieved with additional resources?	Yes	Additional support and coverage when staff are out.
2. Why or why not?	Burn-out is an issue.	The shortage the past 2 years is really burning out
b. Additional building unique items:	We are a universal preschool partnered with	We face challenges across agencies with overlap and