

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

District: USD 445	Bldg #	Grades Served:
School: 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	935	
b. Percentage of students with an active IEP	17.30%	
c. Percentage of students enrolled in English Language Learner (ELL) services	14.90%	
d. Percentage of students identified as At-Risk (Free lunch)?	70.30%	
e. Pupil-Teacher Ratio Average	20.7	
f. Pupil-Teacher Ratio Median	19.0	
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 teacher skills that need retaught. Students are being progress monitored.
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 traditional classroom setting?	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 their scores?	Yes	During PLCs we are analyzing data and creating groups to teach skills that need to be retaught.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	
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?	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 Kindergarteners)	ASQ, myIGDI, DECA, PBS room, SRSS	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Literacy: By May 2025, 80% of 4 year olds attending ELC will score in the green zone (tier 1) on myIGDI literacy subtest. Numeracy: By May 2025, 80% of 4 year olds attending ELC will score in the green zone (tier1) on myIGDI numeracy subtest	
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	

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g How are you ensuring students are civically engaged?	Yes	Each grade level does atleast 1 civic engagement project each year.
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		Summer school is offered. Some teachers stay after school and work with their struggling students. Boys and Girls Club
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 curriculum?	Yes	We are currently 1 to 1 and our students are using several reaserach based programs to increase their academic level of performance.
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)		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 complex and rapidly changing civilization.	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	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 and historical heritage.	Yes	
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	
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	
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?	No	We currently have teachers that are going through the TAP program to become a teacher, but aren't certified.
b. How many classified support staff are currently employed?	28	
c. How many classified support staff are needed?	You can always use more staff.	

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d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We need more outside therapist to meet with our students. Students are often only seen once every 6 weeks, which isn't enough. We currently have 2 TAs that serve as our Librarian. It would be nice to have certified reading and math teachers to pull small groups of students
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	All prinicipals and Instructional coaches attend training of new curriculum adopted and use the train the trainer model to train the staff.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Dreambox, FastBridge, PLC, Lexia, Literacy First, Dyslexia, SEL, ESOL, Envision	
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No	We have 935 students with only 1 gym and 1 cafeteria.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Repair 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 2.5 miles from the school. This is too far for our primary students. Attendance is effected when the weather is bad.
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	No	Due to Covid, parents werent allowed in the building. A teacher from each grade level is represented on our PTO and they attend the monthly meetings. We were able to have in person parent teacher conferences this year and plan to do the same this year. We plan to have 2 parent nights this school year.
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?		Parent as teachers, Community Health Workers, ESOL director, CHC offers telehealth to our parents
c. Do you have an active Site Council?	Yes	We have an active Site Council, but few parents attend. We meet 6 times a year.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	We meet every month and the officers meet bimonthly.
e. What types of communication exists with families? Is it adequate?	Yes	We display on our marquee any announcements, notes are sent home. Some teachers send newsletters home, while others post their weekly updates on their Googleclassroom page. Some teachers utilize the Remind app and Class Do Jo app. We have a district and school Facebook page. Teachers make phone calls home or text parents.
f. What types of communication/social media exists with your community? Is it adequate?	Yes	District and school Facebook, email, Remind, Instagram, GoogleClassroom.

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SECTION 8: School Data	Notes
a. Building Attendance Rate	92.7%
b. Building Chronic Absenteeism Rate	33.2%
c. District Chronic Absenteeism Rate	32.5%
d. District Graduation Rate	95.2%
e. District Dropout Rate	0.08%

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

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?	ESOL Students don't receive adequate support, more Interventions teachers needed, teacher retention is needed
1. Can these be achieved with additional resources?	maybe
2. Why or why not?	We would need funding for more ESOL support and intervention specials. As our culture continues to increase, we will hopefully maintain teachers. Career options are limited, so unless you live in Coffeyville, there isn't a lot to draw teacher to come teach here.
b. Additional building unique items:	

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

District: USD 445	Bldg #	Grades Served:
School: 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 /toddlers
b. Percentage of students with an active IEP	9.00%	A portion of our students receive home base services if parents do not send children onsite and they are included in the count.
c. Percentage of students enrolled in English Language Learner (ELL) services	23.00%	Based upon the Home Language Survey
d. Percentage of students identified as At-Risk (Free lunch)?	55.00%	
e. Pupil-Teacher Ratio Average	1 to 7.84	
f. Pupil-Teacher Ratio Median	1 to 10	
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 families
i. Is there a tiered system of support to target reading growth?	yes	We progress monitor with myIGDI literacy and PK3
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 assessments
l. Are there local assessments to measure math growth?	yes	Standards based grade card with common assessments
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	yes	Local field trip opportunities are brought onsite and learning also occurs outside.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	NA	NA
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	NA	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 grade card 3 times per year as it relates to SECD standards	
b. What are the targets/goals related to social/emotional growth?	As it relates to DECA and SECD standards	Standards:Adequate Attention Span Asks for What They Need or Want Communicates Appropriately (inside voice, uses kind/school appropriate words) Cooperates and Takes Turns with Others (participates with others) Follows Directions (2 step directions, cleans up work area) Follows Listening Rules Identifies and Understand Feelings (zone of regulation, empathy) Manages Emotions an Feelings (anger, sadness, excitement, disappointment, uses calm down/coping strategies)

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District: USD 445	Bldg #	Grades Served:
School: The Dr. Jerry Hamm Early Learning Center	NA	Birth to 5
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	NA	NA
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	NA	NA
e. How are successes of Individual Plans of Study being measured?	NA	NA
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA	NA
g. How are you ensuring students are civically engaged?	We hold a career fair and bring in community heroes as positive role models	Any chance we get to bring the outside world experience is to broaden opportunities for our students. We strive to do so as it relates to their development.
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Boys and Girls Club Tots	After school and summer programs
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	
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)	NA	NA
c. Is every child in your school provided at least the following capacities?	Yes	As it relates to preschool
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	As it relates to preschool
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	As it relates to preschool
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	As it relates to preschool
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	As it relates to preschool
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	As it relates to preschool
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	As it relates to preschool
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	As it relates to preschool
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	The WSU TAP program has made this possible for hiring staff to meet certified requirements.
b. How many classified support staff are currently employed?	32	USD 445 =21 SEKCAP=11

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District: USD 445	Bldg #	Grades Served:
School: The Dr. Jerry Hamm Early Learning Center	NA	Birth to 5
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 everyone is at work, but we could always reduce ratio.
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 teachers?	yes	Principal, Assistant Director, Instructional Coach and classroom staff participate in training and work to apply new content learned.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	CPR, First Aid, Positive Behavior Support, CARE Training from KU, Professional Learning Communities	We have these trainings in place and need to sustain them.
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	yes for those enrolled	We always have a wait list of students so we could serve more if we had more room. We also could benefit from space that is temperature controlled for interventions.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	yes	Air conditioning in the gym. From May to October the space is not accessible.
c. Are additional School Buses needed or any additional Routes needed?	no	The district has adequate bussing to transport those who qualify.
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	yes	Porch visits, Meet the Teacher, Art Show, Literacy Events, PACT Night
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?	Parent training and resources provided monthly	This training closely aligns to the district character focus each month.
c. Do you have an active Site Council?	yes	We meet 6 times annually.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	yes	This is limited for preschool but parent volunteers do exist.
e. What types of communication exists with families? Is it adequate?	written, social media, phone calls, in person at drop-off and pick-up Yes- but we always work to improve	Yes, but we are always working to improve.
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Instagram, Private classroom social media pages	Always working to improve. One barrier is the ever-changing phone numbers of parents- connecting via social media has helped.
SECTION 8: School Data		Notes
a. Building Attendance Rate	89.1%	
b. Building Chronic Absenteeism Rate	50.0%	
c. District Chronic Absenteeism Rate	32.5%	
d. District Graduation Rate	95.2%	
e. District Dropout Rate	Drop-out rate 0.08%	Total non-grads =7%

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

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

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?	Staffing is a constant challenge as well as having substitutes. Having translators available is always a challenge.
1. Can these be achieved with additional resources?	Yes
2. Why or why not?	Burn-out is an issue.
b. Additional building unique items:	We face challenges across agencies with overlap and duplication of requirements.
	We are a universal preschool partnered with HeadStart to serve our community to the greatest capacity possible.

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: USD 445 Coffeyville	Bldg #	Grades Served:
School: Community Elementary	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.

(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.