2025-2026 School Year Building Needs Assessment for 2026-2027 Budget Considerations

District: 445 Coffeyville	Bldg #	Grades Served:
School: Community Elementary	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	834	
b. Percentage of students with an active IEP	8.45%	
c. Percentage of students enrolled in English Language Learner (ELL) services	17.14%	
d. Percentage of students identified as At-Risk (Free lunch)?	79.23%	
e. Pupil-Teacher Ratio Average	20.0	
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
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, Envision, IXL
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom	Yes	Flex groups using 95% and Read Live Read
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
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 2026, 80% of 4 year olds	
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?	Yes	Each grade level does atleast 1 civic engagement

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
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

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		
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	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	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	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	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	No	We have several teachers going through the TAP
b. How many classified support staff are currently employed?	29	
c. How many classified support staff are needed?	We can always use more staff	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We need more outside therapist to meet with our
e. Are principals & other key staff trained to provide instructional leadership and professional development to	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement	FastBridge, 95%, IXL, LETRS, Capturing Kids' Hearts,	

SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No	We need a 2nd gym to serve all of our students
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Repairs are done 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

SECTION 7: Family Needs/Community Relations		Notes
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 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 leadership?	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	94.0%	
b. Building Chronic Absenteeism Rate	6.8%	
c. District Chronic Absenteeism Rate	7.0%	
d. District Graduation Rate	88.6%	
e. District Dropout Rate	2.0%	
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	ESOL Students don't recieve adequate support,	
1. Can these be achieved with additional resources?	maybe	
2. Why or why not?	We would need funding for more ESOL support	
b. Additional building unique items:		

District:	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 provides 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