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

District: 445 Coffeyville	Bldg #	Grades Served:
School: Field Kindley Memorial High School	6772	9,10,11,12

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

SECTION 1: Student Needs		Notes
a. Student Headcount	504	
b. Percentage of students with an active IEP	10.59%	
c. Percentage of students enrolled in English Language Learner (ELL) services	9.41%	
d. Percentage of students identified as At-Risk (Free lunch)?	59.20%	
e. Pupil-Teacher Ratio Average	10.9	
f. Pupil-Teacher Ratio Median	9.0	
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	Limited supports for ESOL students
i. Is there a tiered system of support to target reading growth?	Yes	
j. Is there a tiered system of support to target math growth?	Yes	
k. Are there local assessments to measure reading growth?	Yes	
l. Are there local assessments to measure math growth?	Yes	
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom	Yes	We have virtual and PBL
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	there are beifits for doing well and we have teird s
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?	Surveys	
b. What are the targets/goals related to social/emotional growth?	increasing self efficacy	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		
e. How are successes of Individual Plans of Study being measured?	*If students develop, implement, evaluate, and revise their IPS with a growth mindset.*	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves	*95% graduation rate and a 70% effective rate*	
g How are you ensuring students are civically engaged?	They are required o have 5 hours every year	

SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs	We have virtual and summer school opportunities.	
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 stat	Yes	
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 rapi	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informe	Yes	
3. Sufficient understanding of governmental processes to enable the student to understand the issues	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 historic	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as	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 ES	Yes	
b. How many classified support staff are currently employed?	8	
c. How many classified support staff are needed?	12	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.	No	
e. Are principals & other key staff trained to provide instructional leadership and professional developm	Yes	
f. What staff development is necessary for teachers to support student success and meet the school im	ESOL, reading intervention	

SECTION 6: Facility Needs		Notes
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	
c. Are additional School Buses needed or any additional Routes needed?	Yes	

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 homew	parents as teachers	
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?	Text, phone, radio, newspaper, facebook, email, web site	
f. What types of communication/social media exists with your community? Is it adequate?	Text, phone, radio, newspaper, facebook, email, web site	

SECTION 8: School Data		Notes
a. Building Attendance Rate	95.15	
b. Building Chronic Absenteeism Rate	5.9%	
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	88.6%	
b. What is our building dropout rate?	2.0%	
c. What is our average comprehensive ACT score?	17.5	

SECTION 9: Other Data		**Notes**
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-ass	Meeting the needs of our ESOL students. Students are entering high school below grade level. Additi	
1. Can these be achieved with additional resources?	possibly	
2. Why or why not?	Don't have them so I'm not sure.	
b. Additional building unique items:		

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School:	Field Kindley High	6772	9-12

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

● 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 a local school board.