

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

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USD 434 Santa Fe Trail

Carbondale Attendance Center

Grades Served: 4-8

SECTION 1: Student Needs		Notes
a. Student Headcount	368	
b. Percentage of students with an active IEP	20	
c. Percentage of students enrolled in English Language Learner (ELL) services	0	

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

SECTION 1: Student Needs		Notes
d. Percentage of students identified as At-Risk (Free lunch)?	48%	
e. Pupil-Teacher Ratio Average	19:1	
f. Pupil-Teacher Ratio Median	19:1	
g. Are the needs of Foster Care Students being met? If not, what support is needed?	yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	yes	

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

SECTION 1: Student Needs		Notes
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?	no	
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 setting?	yes	

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

SECTION 1: Student Needs		Notes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		In the coming year CAC staff will increase our focus on reading interventions. Core content teachers, an interventionist, and 5 classified reading coaches will all work with our students during their grade level intervention time. This will allow staff to work with those students who are below, on, and above reading assessment expectations.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	yes	<p>Goal 1: Through rigorous instruction, each grade level will demonstrate 10% academic growth in students scoring level 1 to level 2 in ELA, math, science, and social studies as evidenced by the 2025 State Assessments.</p> <p>Goal 2: All CAC students will show growth or maintain benchmark achievement levels and above on ELA and Math FastBridge universal screeners from fall 2024 to spring 2025.</p> <ul style="list-style-type: none"> ● Action - Provide intervention to tier 2 & 3 ELA/math students in Charger Time ● Action - Utilization of high impact instructional strategies

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

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?		We administer the SAEBRS assessment 3 times per school year. We also triangulate our data by including attendance and behavior data so that our students can be tiered in the area of SEL development.
b. What are the targets/goals related to social/emotional growth?		<p>Goal 1: By the end of the 2024-2025 school year, we will reduce the number of students that are chronically absent by 25% from the previous school year.</p> <ul style="list-style-type: none"> • Action - Weekly Work Completion Reward for Students <p>Goal 2: By the end of the 2024-2025 school year, we will reduce the number of school suspensions by 20%.</p> <ul style="list-style-type: none"> • Action - Re-entry plan for students who have been suspended
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	

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
e. How are successes of Individual Plans of Study being measured?		<p>We measure progress on our IPS by reviewing student portfolios built in XELLO. In the coming school year we will leave XELLO behind and begin using NAVIANCE. Our staff will participate in professional development so that they can effectively deliver high quality instruction using this new resource. Moving forward students will learn to use NAVIANCE to do the following portions of their IPS.</p> <ul style="list-style-type: none">• interest inventory• survey to identify student strengths• career exploration based on the results of the above surveys <p>Our students will continue to participate and learn through career fair experiences, college visits, and vo-tech explorations. We will continue to promote the teaching profession through our words and actions. Students will have opportunities to be teacher assistants and peer tutors. They may also be kitchen, custodial, or office aides. We will explore pre-CTE courses we can make available for our 7th and 8th grade students.</p>

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
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 pay staff to sponsor KAY, FBLA, and StuCo student organizations. We employ numerous athletic coaches who guide our students in being responsible citizens at school and in the community.

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		KAY, FBLA, StuCo are available for those students who want to participate. We conduct an annual budget and academic achievement data review as we consider summer school and before/after school programming possibilities. We support Extended School Year programming to our qualified students with special education identification. We provide transition programs for our 4th grade students and parents who are joining us as well as our 8th grade students and parents who are leaving us to our high school.
b. Are there appropriate and adequate instructional materials?	yes	

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

SECTION 3: Curriculum Needs		Notes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	yes	

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

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 Grades 10-12)	N/A	
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	We are focusing on professional development and purchased new core curriculums in order to increase our focus on the development of the foundational skills our students must have in their complex and rapidly changing world.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	yes	During the 24/25 school year, our Social Studies department implemented a newly adopted Social Studies updated curriculum. Academic data reviews and professional development will continue to take place to ensure consistency and monitor the effectiveness of the new curriculum.

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
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	In recent years we designed a room for and purchased the equipment to provide a weight lifting class for our 7th and 8th grade students in order to supplement our PE program. We wrote a proposal and were awarded funding through the Stronger Connections grant. We hired additional mental health professional staff to support our students, their families, and even our staff.
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	Funding and transportation is provided in the summer so our students who choose to participate in a vocational field experience at Washburn Technical School.

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
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	

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

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	Our grade 8 science teacher is working to achieve licensure. Our grade 8 social studies teacher needs to pass the PRAXIS.
b. How many classified support staff are currently employed?	31	
c. How many classified support staff are needed?	1.5	We are currently working to fill 1.5 custodial positions.

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

SECTION 5: Staff Needs		Notes
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	yes	We have a school counselor and a mental health clinician who are available during and after school Monday through Thursday and as needed throughout the summer. We also have a district social worker, a full-time school nurse, full-time library clerk, and a school resource officer.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	yes	This year three CAC staff members received research-based academic coaching PD to positively provide instructional leadership at CAC. In the coming year we will continue to increase the depth of the knowledge for these staff members while also providing high-quality professional development opportunities to two additional teacher mentors.

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

SECTION 5: Staff Needs		Notes
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		We need to continue providing high quality professional learning opportunities focused on instructional strategies that complement our new curricular sets. We need to continue to provide teacher guidance to support them in better understanding of how to interpret and plan instruction based on student achievement data. These efforts will support effective tiered instruction in all classrooms. We have several CAC teachers and both admins who will be taking LETRS training over the coming two years. And, finally we need to gain more knowledge/strategies to support our students with special education designation, especially in the area of behavior management, BIPs, visual schedules, and data collection.

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	no	We struggle to find space for our high behavior needs students who misbehaviors can disrupt the learning environments. The designation and design of sensory spaces, calming rooms, and a seclusion room would further enable us to support these students.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	yes	Our school board is considering reconfiguration for our district. We currently have 4 buildings (preK, K-3, 4-8, 9-12). We would like to develop a plan that reduces the number of times our students transition to a new school building.

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

SECTION 6: Facility Needs		Notes
c. Are additional School Buses needed or any additional Routes needed?	no	

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	yes	Beginning of Year Back-To-School Night, Information Night for Incoming 4th Grade Families, Parent-Teacher Conferences once/semester
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?		We now have a therapist on staff who is available to support students, staff, and school families through 1 on 1 and family group therapy. Not only is she available during the school day but she is also available before and after school as needed. Our school counselor continues to refine our attendance data collection and tracking, to refine our communication of truancy concerns with guardians and county officials, as well as support family needs in relation to consistent school attendance.
c. --		
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	yes	

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

SECTION 7: Family Needs/Community Relations		Notes
e. What types of communication exists with families? Is it adequate?		2x month grade level newsletter, monthly school-wide newsletter, email, text messages, notes home, Remind app, PowerSchool Messenger Yes
f. What types of communication/social media exists with your community? Is it adequate?		Facebook, district website, Remind App Yes

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

SECTION 8: School Data		Notes
a. Building Attendance Rate	93.4	
b. Building Chronic Absenteeism Rate	14.14	
c. District Chronic Absenteeism Rate	20.66	
d. District Graduation Rate	97.9	
e. District Dropout Rate	0.4%	

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

SECTION 8: School Data		Notes
<i>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</i>		
a. What is our building graduation rate	0.00%	NA
b. What is our building dropout rate?	0.00%	NA

BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

SECTION 8: School Data

Notes

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

c. What is our average comprehensive ACT score?	0.00%	NA
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BUILDING NEEDS ASSESSMENT



24/25 BUILDING NEEDS ASSESSMENT FOR 25/26 BUDGET CONSIDERATIONS

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?		Numerous students have high SEL and behavior needs.
1. Can these be achieved with additional resources?	yes	
2. Why or why not?		We need continued support from our district level team as well as local, state, and federal entities.
b. Additional building unique items:		
<i>Jan FJ</i>	9-10-22	
<i>Theresa</i>	9/10/25	