

# BUILDING NEEDS ASSESSMENT



USD 434 Santa Fe Trail  
Grades Served: 4-8

Carbondale Attendance Center

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

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SECTION 1: Student Needs		Notes
a. Student Headcount	389	
b. Percentage of students with an active IEP	19	
c. Percentage of students enrolled in English Language Learner (ELL) services	0	
d. Percentage of students identified as At-Risk (Free lunch)?	43%	

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SECTION 1: Student Needs		Notes
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 no, what supports are needed?	yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	yes	
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	

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SECTION 1: Student Needs		Notes
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	
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		Students are identified in ELA and math tiers (3) with tier 2 students receiving targeted small group intervention instruction from their highly qualified teacher five days a week for 54 minutes. Tier 3 students receive 25 minutes of targeted 1-1 intervention instruction five days per week as planned by our highly qualified teacher and delivered by our classified coaches.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	yes	

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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 and the MySAEBRS 3 times per school year.
b. What are the targets/goals related to social/emotional growth?		<ol style="list-style-type: none"> <li>1. By the end of the 2023-2024 school year, we will reduce the number of students that are chronically absent by 25% from the previous school year.</li> <li>2. By the end of the 2023-2024 school year, we will reduce the number of OSS/ISS that stemmed from acts of bullying by 20% by implementing a re-entry plan.</li> </ol>
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	

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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?		We measure progress on our IPS by reviewing student portfolios.
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 have an elective class titled Community Volunteers. 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.

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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		KAY, FBLA, StuCo, Scholars Bowl
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	

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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)	no	
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	

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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	
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	



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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	
b. How many classified support staff are currently employed?	29	
c. How many classified support staff are needed?	3	We have 3 open classified staff positions.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	no	We have significantly improved in this area though we still struggle to support all students who have significant SEL needs.

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SECTION 5: Staff Needs		Notes
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	yes	
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 PD to support effective tiered instruction in all classrooms. We also need to gain more knowledge/strategies to support our students with special education designation.

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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.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	yes	Our school board is considering restructuring 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.
c. Are additional School Buses needed or any additional Routes needed?	no	

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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 technology that students will be required to use, etc.) are provided?		Family academic nights
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?		2x month grade level newsletter, monthly school-wide newsletter, email, text messages, notes home, Remind app
f. What types of communication/social media exists with your community? Is it adequate?		Instagram, X, Facebook, district website

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SECTION 8: School Data		Notes
a. Building Attendance Rate	94.5	
b. Building Chronic Absenteeism Rate	12.6	
c. District Chronic Absenteeism Rate	13.1	
d. District Graduation Rate	86.1	
e. District Dropout Rate	.9	

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

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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>Tammie Feij</i>