



Building Needs Assessment

Chanute Elementary School - 2025



Process

→ Collecting of information:

- ◆ Started with last years assessment as a starting point
- ◆ Worked with our Building Leadership Team to analyze/prioritize
- ◆ Team Leaders took information to their teams to go over and list anything additional to bring back
- ◆ Classified Staff - Google Form sent to gather feedback
- ◆ Family/Community Involvement - The following areas were addressed with Site Council:
 - Student Needs, Curriculum Needs, Facility Needs, Parent Needs

Student Needs

- Steps being taken to maximize state assessment scores:
- ◆ Focus on Tier 1 instruction
 - ***Adoption/Implementation of High Quality Instructional Material (CKLA)***
 - ***Focus next year from planning for instruction to internalizing***
 - ◆ Continue to adjust Tier 2 interventions to ensure they are targeted and time is maximized
 - Ensure all interventions are data driven and that we are responsive
 - ◆ ***Move forward with this process in Math next year***
 - ◆ ***Instructional Coach (Tiffany) has been instrumental in supporting implementation of new curriculum materials as well as ensuring our Tier 2 interventions are targeted and timely***

Student Needs

- Set targets/goals to move students from Levels 1 and 2 on state assessments:
 - ◆ Each grade level sets SMART (specific, measurable, achievable, relevant, time bound) goals in reading and math directly tied to Fastbridge data
 - We believe we have the correct resources
 - Strong Tier 1, Focused Tier 2, Instructional coach to help analyze data
 - Process will begin for Math this year
 - ◆ Work through and review/adjust multiple times throughout the year
 - ◆ If goals are aligned correctly, there should be a direct correlation to improved state assessment scores

State Board of Education Outcomes

→ Chronic absenteeism

- ◆ 2022 - 39.16%
- ◆ 2023 - 23.33%
- ◆ 2024 - 17.40%
- ◆ 2025 - 15.12%



Educational Capacities

- Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization:
- Sufficient knowledge of economic, social, and political systems to enable students to make informed choices:
 - ◆ Adoption of **CKLA** has supported this need tremendously
 - Rigor of questioning/writing increased
 - Increased opportunities for class discussions/questioning

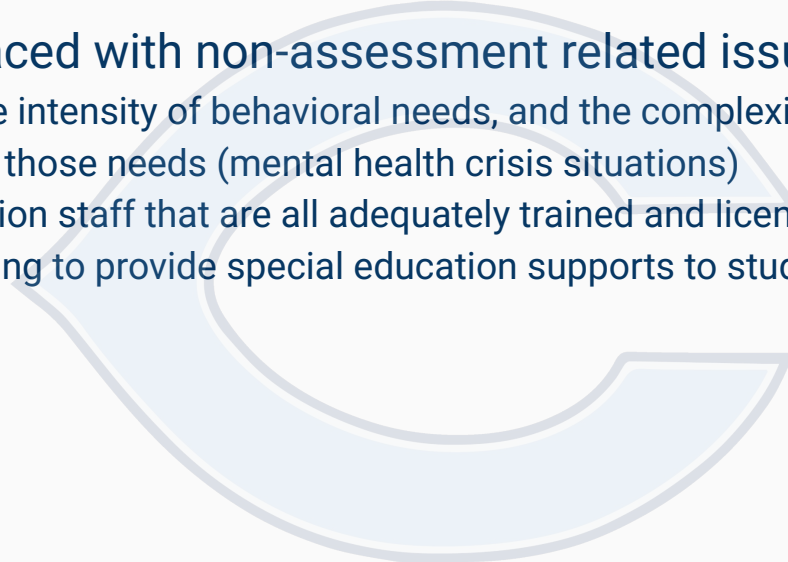
Educational Capacities (cont.)

- Sufficient understanding of governmental processes to enable the student to understand issues that affect his or her community, state and nation:
 - ◆ Addressed as grade appropriate
 - ◆ Continues to be strengthened through **CKLA** through certain units
- Sufficient self-knowledge and knowledge of his or her mental and physical wellness
 - ◆ Addressed with an abundance of support staff, but recognize that this continues to be a growing need
 - ◆ Continuously analyzing our resources and processes and ensuring we are best meeting the needs of students

Educational Capacities (cont.)

- Sufficient grounding in the arts:
 - ◆ Continues to be a huge strength of our school and district
 - ◆ Licensed teachers in these areas that regularly collaborate with grade level teachers
 - ◆ Recognize that this is an area that we continue to advocate for and support
- Sufficient training or preparation for advanced training in either academic or vocational fields:
 - ◆ Career fairs in multiple grade levels held each year
 - ◆ 4th grade visits Mitchell Career and Technology Center each year
 - ◆ Field trips continue to be an expectation amongst all grade levels
- Sufficient levels of academic or vocational skills to enable students to compete favorably compared to students in surrounding states, in academics and job market:
 - ◆ Continue to analyze our instructional practice to improve assessment scores
 - ◆ Use of HQIM will continue to be key
 - ◆ Continue to look at opportunities for exposure and education for students our age to understand opportunities available to them

Other Areas of Need

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- Other barriers faced with non-assessment related issues:
 - ◆ Recognized the intensity of behavioral needs, and the complexity of the factors contributing to those needs (mental health crisis situations)
 - ◆ Special Education staff that are all adequately trained and licensed
 - ◆ Sufficient staffing to provide special education supports to students