



Building Needs Assessment

Chanute High School 2025

Data Collection

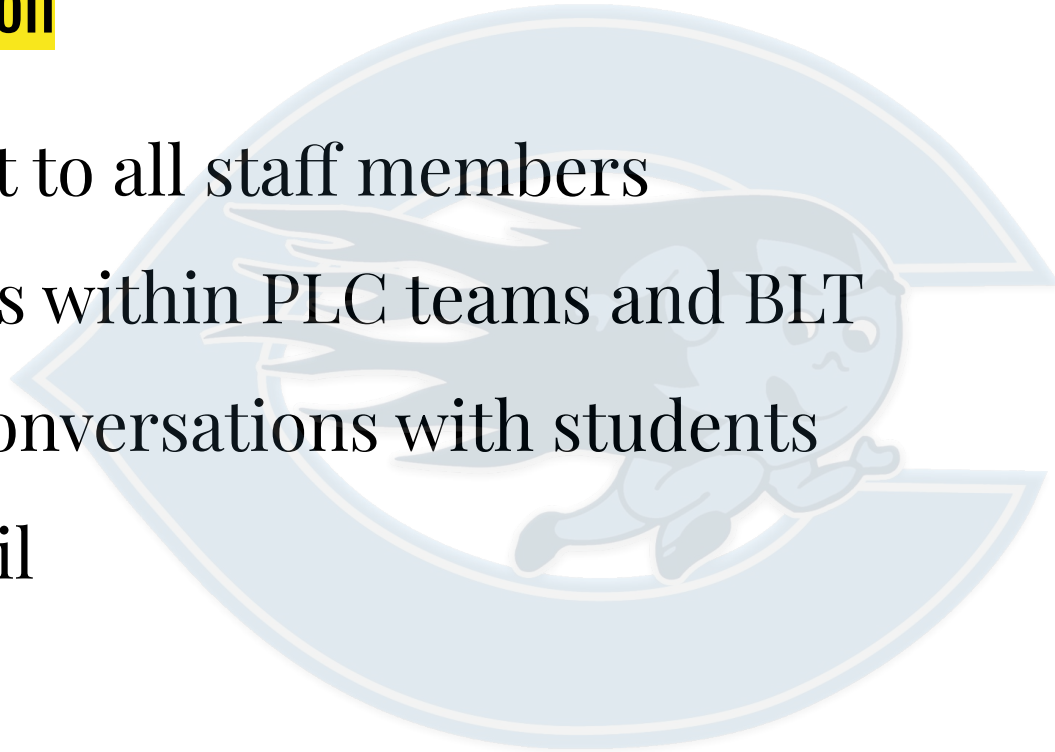
Survey sent to all staff members

Discussions within PLC teams and BLT

Informal conversations with students

Site Council

AMOSS



Student Needs

Foster Students – 92% of our staff believe their needs are being met. That is in large part because of our investment in Sparkwheel and continuing that relationship.

ESOL and IEP Students – 14 ESOL students and we went from 18% to almost 21% of our students having an IEP. Again, our co-op staff and Camille Wheeler from Greenbush (instructional coach) have done a great job of helping our staff.

We have also invested in co-teaching opportunities which has enhanced the learning experience for our students as well.

Student Needs - State Assessments

Maximizing student scores - We have worked tirelessly over the past year to increase the rigor in our classrooms. Our teachers have done a wonderful job of asking higher level DOK questions while the district has invested into the continued implementation of PLC.

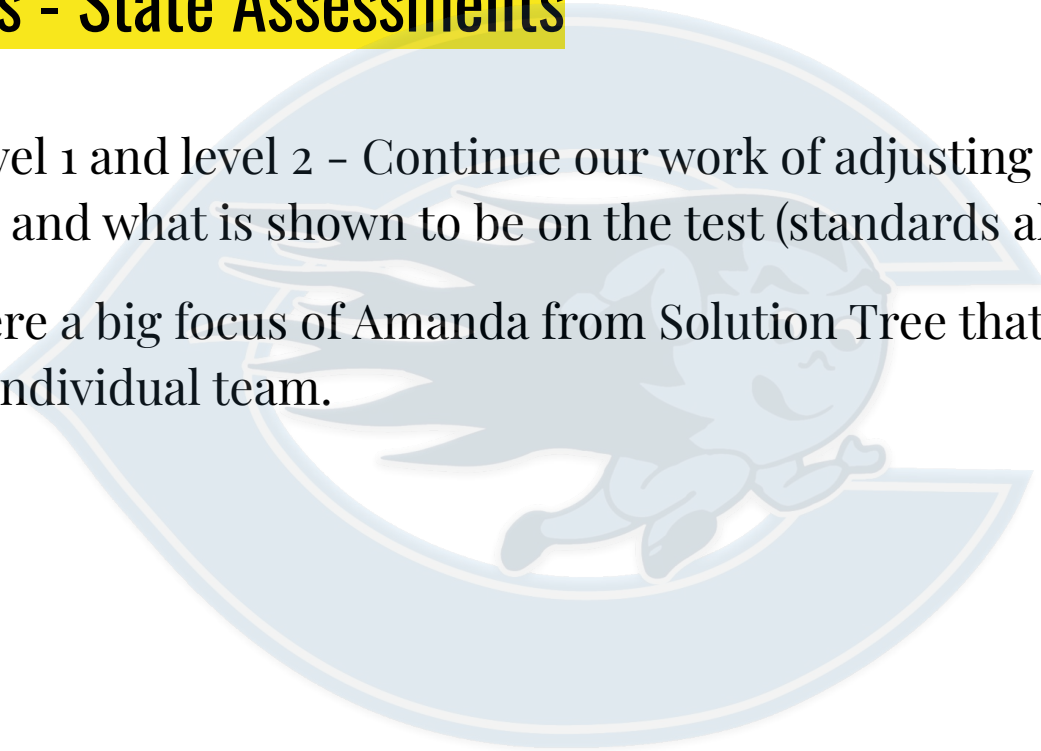
We have purchased practice tests and updated curriculums that we are very excited about and appreciate the district spearheading this with Math adopting Savvas.

Adjustments we are trying to make now are implementing individual goals, student self reporting, test strategies, problem of the day in all classrooms, and our Comet Focus class that we have 6 sections of for our incoming 9th graders.

Student Needs - State Assessments

Moving out of level 1 and level 2 – Continue our work of adjusting the curriculum to what we think and what is shown to be on the test (standards alignment).

SMART Goals were a big focus of Amanda from Solution Tree that has trickled down into each individual team.



State Board of Education Outcomes

Social Emotional Growth – PBIS and Comet Focus

24.3% decrease in major office referrals

from 2024 to 2025

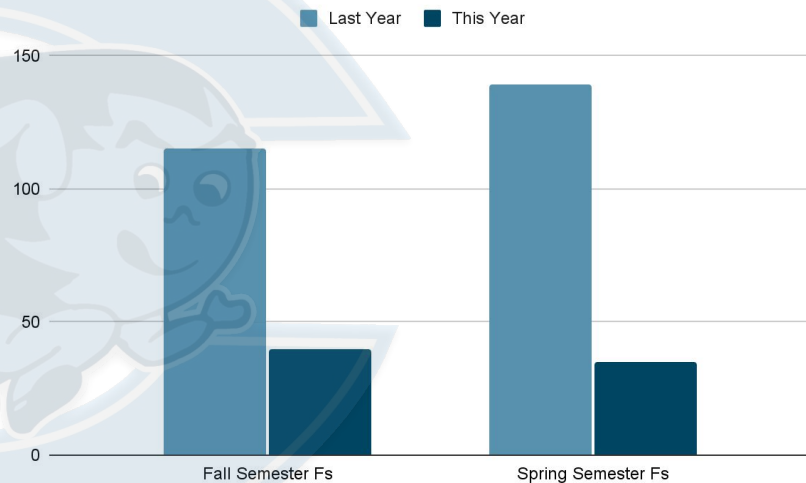
9th graders saw a 45% decrease in major

office referrals from 2024 to 2025

Spring 2024 – 55% of referrals stemmed from

attendance

Spring 2025 – 70.9% of referrals stemmed from attendance



Staff/Curriculum Needs

Purchased a chromebook management software for teachers

Wanted PD – Initiative Training (PBIS Tier 2), cross curricular opportunities, new teachers getting to go to PLC conferences, teacher shadowing, more PLC, developing high quality assessments

Facility needs have been or are being addressed by our capital outlay plan.

Again, very appreciative of the support and willingness to adopt high level curriculum in our subjects as we rotate through content areas.

Concern – as we have lower enrollment and may not replace teachers, we have to figure out a way to spread preps and/or figure out new ways to get requirements so as to not create burnout for teachers.

Educational Capacities

Sufficient Communication skills – AP classes, Concurrent credit classes, co-teaching, Proficiency Development classes, and extracurricular activities.

Knowledge of political systems – Financial Literacy, Comet Focus, History, Economics, and Government courses.

Understanding of Governmental processes – Government class. Probably could be better.

Self Knowledge – PBIS, required PE/Health credit, Financial literacy, PBIS

Grounding in the Arts – required Fine Art Credit. Tons of support.

Training and Prep for Career Fields and academic/vocational skills – IPS, 14 Pathways, Tons of College Hours available

School Data

CHS ADA – 94.74% to 95.1%

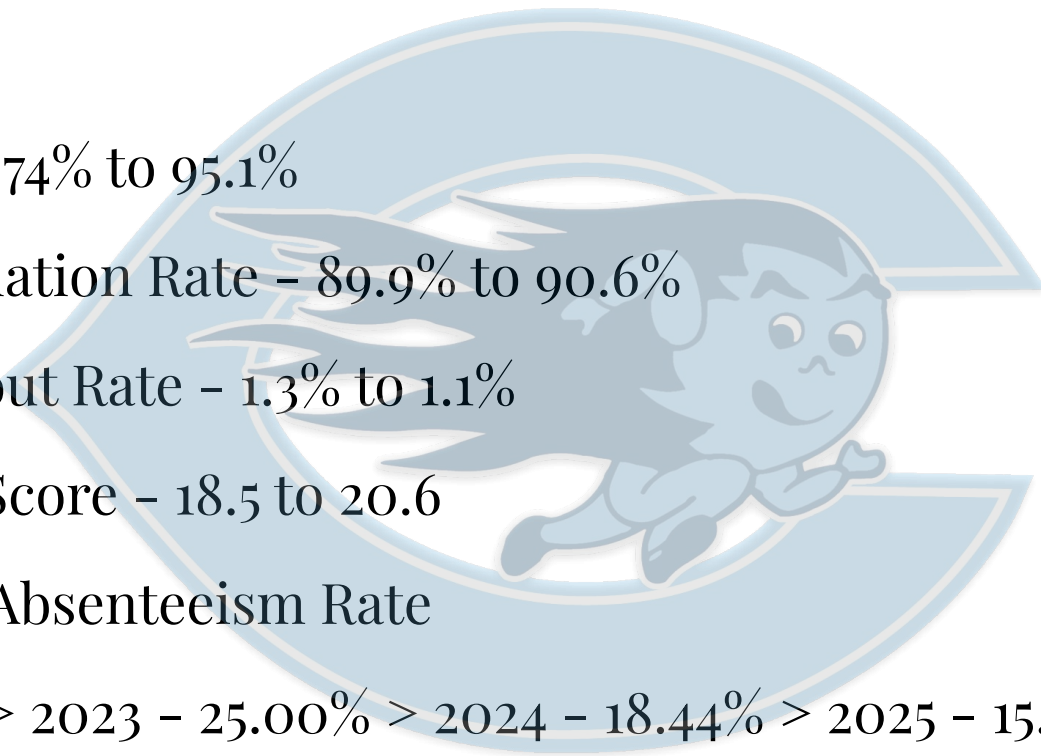
District Graduation Rate – 89.9% to 90.6%

District Dropout Rate – 1.3% to 1.1%

Average ACT Score – 18.5 to 20.6

CHS Chronic Absenteeism Rate

2022 – 36.71% > 2023 – 25.00% > 2024 – 18.44% > 2025 – 15.47%



Goals

Continuing to establish our mission and vision.

Start getting more specific with our data to find our gaps.

Get more student input on participation.

We want to be the only high school in Kansas that is a Model PLC School.

