

KANSAS STATE DEPARTMENT OF EDUCATION

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# BUILDING NEEDS ASSESSMENT

## Cheney Public Schools

2022-2023 STATE ASSESSMENTS REVIEW FOR 2023-2024 BUDGET  
CONSIDERATIONS

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SECTION 1: Student Needs		Notes
a. Student Headcount	CES: 386 CMS: 175 CHS: 237	
b. Percentage of students with an active IEP	CES 18.3% CMS 16% CHS 15.5%	
c. Percentage of students enrolled in English Language Learner (ELL) services	CES - 0 CMS: 0 CHS - 0	
d. Percentage of students identified as At-Risk (Free lunch)?	CES 32.5% CMS 31.2% CHS 28.2%	
e. Pupil-Teacher Ratio Average	CES – 14.9:1 CMS – 17:1 CHS – 15:1	
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?	No subgroups (10 or less)	
i. Is there a tiered system of support to target reading growth?	CES: Yes CMS: In Progress CHS: Yes	
j. Is there a tiered system of support to target math growth?	CES: Yes CMS: In Progress CHS: Yes	

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?	CES CMS CHS	Targeted instruction based the state standards (MTSS) Targeted instruction based on the state standards (MTSS in progress) Targeted instruction based on the state standards (MTSS in progress)
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	CES  CMS  CHS	Yes, Data Meetings are essential in identifying students that are below grade level. Through the GEI process these students are provided goals.  Yes, student meetings to identify students at-risk.  Yes, student meetings to identify students at-risk.

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?	CES - SRSS CMS – Counselor meetings/FastBridge SAEBRS CHS – FastBridge SAEBRS	
b. What are the targets/goals related to social/emotional growth?	CES - Less than 5% in tier 3 CMS - Less than 5% in tier 3 CHS – Less than 5% in tier 3	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	CES - ASQ3	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	CES - Preschool serves both 3 and 4 year olds. The target is to have students prepared for kindergarten based on the ASQ3	
e. How are successes of Individual Plans of Study being measured?	Student Follow-up data, Classes align with student interest	A continuous review on the District's effective rate.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Continue upward growth.	
g. How are you ensuring students are civically engaged?	CES - DARE, PrinciPAL, Student Council, PRIDE Team, Recycling Club, Kids Voting USA program. CMS - City Day, Veterans Day Celebration, Community Service Day. CHS - Community Service Day, Veterans Day Celebration, Blood Drive, Student Council, Senior Mock Interview, Internships, Chamber Activities	

SECTION 3: Curriculum Needs		Notes
a    What extended learning . opportunities are provided (after school programs, summer school programs, etc.)?	CES - No CMS - No CHS - Summer School - Credit Recovery	
b    Are there appropriate and . adequate instructional materials?	CES -In Progress CMS - In Progress CHS - In progress	
c.    Is current technology appropriate? If no, what technology is needed to support the curriculum?	CES – Can be updated. CMS – Can be updated. CHS – Can be updated.	

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)	Yes	
c. Is every child in your school provided at least the following capacities?		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	CES - Yes CMS - Yes CHS - Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	CES - Yes CMS - Yes CHS - Yes	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	CES - Yes CMS - Yes CHS - Yes	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	CES - Yes CMS - Yes CHS - Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	CES - Yes CMS - Yes CHS - 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.	CES - Yes CMS - Yes CHS - 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.	CES - Yes CMS - Yes CHS - 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 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?	CES - YES CMS - NO CHS - NO	CMS - Wilson, Scheer CHS - Schmidt, Tanner CTE, Hoffmann – Oral,  *Lack of available paraprofessionals at both the MS and HS levels
b How many classified support staff are currently employed?	CES – 20.5 CMS - 2 CHS – 3.5	
c How many classified support staff are needed?	CES – 1 CMS – 1 CHS – 1.5	
d Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
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?	CES - Dyslexia Initiative, Visible Learning, MTSS, ELA Curriculum  CMS - Dyslexia Initiative, Visible Learning, MTSS, SEL, ELA Curriculum, differentiation  CHS - Dyslexia Initiative, Visible Learning, MTSS, SEL, ELA Curriculum	

SECTION 6: Facility Needs		Notes
a . Is there adequate space for student learning?	CES - full at this time CMS - Yes CHS - full at the time	
b . Are there necessary repairs and/or adjustments to the existing space that need to be made?	CES - Yes - Heat and Air Conditioning CMS - No CHS - No	
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?	<p>CES - PT Conferences, Open House, Market Place, Fine Arts Night, Parenting with PRIDE nights</p> <p>CMS - PT Conferences, Open House, Parenting with PRIDE nights</p> <p>CHS - PT Conferences, Open House, Site Councils, Parenting with PRIDE nights, various other activities</p>	
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?	Parenting with PRIDE nights	
c Do you have an active Site Council?	<p>CES - YES</p> <p>CMS - YES</p> <p>CHS - YES</p>	*We need to work on meeting more frequently.
d Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	<p>CES - PALS</p> <p>CMS - Cardinal Club</p> <p>CHS - Cardinal Club</p>	
e What types of communication exists with families? Is it adequate?	<p>CES - Monthly newsletter, Social Media</p> <p>CMS - Social Media, Weekly Email to parents</p> <p>CHS - Social Media</p>	
f. What types of communication/social media exists with your community? Is it adequate?	Social Media – Facebook, Twitter, Instagram	How are we going to reach the parents that are not on Social Media?

SECTION 8: School Data		Notes
a . Building Attendance Rate	92.9%	
b . Building Chronic Absenteeism Rate	CES - 22.4% CMS – 22.4% CHS – 22.4%	
c. District Chronic Absenteeism Rate	22.4%	
d . District Graduation Rate	91.8%	
e . District Dropout Rate	0.50%	

SECTION 8: School Data		Notes
<b><i>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</i></b>		
a. What is our building graduation rate	91.8%	
b. What is our building dropout rate?	0.50%	
c. What is our average comprehensive ACT score?	19	

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?	CES - Space, Maintenance & Facilities, Technology, Curriculum CMS - shared staff, daily schedule CHS - Space, Maintaining updated curriculum resources, absenteeism
	1. Can these be achieved with additional resources?	YES
	2. Why or why not?	Additional funding would ensure adequate space, curriculum and technology.
b	Additional building unique items:	