

BUILDING NEEDS ASSESSMENT



2023-2024 Building Needs Assessment for 2024-2025 Budget Considerations

Building Heusner Elementary

Grades Served

Preschool through 5th Grade

Section 1: Student Needs	Response	Description
A. Student Headcount	371.4	
B. Percentage of students with an active IEP	25%	
C. Percentage of students enrolled in English Language Learner (ELL) services	5%	
D. Percentage of students identified as At-Risk (Free lunch)?	53%	
E. Pupil-teacher ratio average	1:16.5	
F. Pupil-teacher ratio median	16	
G. Are the needs of foster care students being met? If not, what support is needed?	No	<p>Current state: We get minimal information from the Foster Care Organization prior to the student enrolling.</p> <p>Desired state: We need Foster Care Paperwork from the state prior to enrollment.</p>
H. Are there gaps in student success among race/ethnicity student subgroups?	Yes	<p>List relevant disaggregated data</p> <ul style="list-style-type: none"> • Our Non-Hispanic population outperformed our Hispanic population in Level 4 on the English Language Arts Assessments.

		<ul style="list-style-type: none"> ● Our White population outperformed our Non-White students in Level 4 and 3 of the English Language Arts Assessments. ● There were 9% more Non-White students in Level 1 than White students on the English Language Arts Assessment ● Our Non-White students mirrored White students in level 3 for English Language Arts at 27%. ● 83% of our non-white students fell into Tier 1 or Tier 2, compared to 69% of our non-white students in Tiers 1 or 2 on the English Language Arts Assessment ● There is a gap between Hispanic and non-Hispanic sub-populations on the Kansas Math Assessment. 14% of our non-Hispanic students were in Level 4, compared to 4% of our Hispanic in Level 4 on the Kansas Math Assessment. ● There were 42% of white students who scored at levels 3 and 4 as compared to 27% of non-white students who scored at levels 3 and 4 on the English Language Arts Assessment <p>Desired State: There would be no gaps in our sub populations on the Kansas Math Assessment, KS Reading Assessment or KS Science Assessment.</p>
<p>I. Is there a tiered system of support to target reading growth?</p>	<p>Yes</p>	<p>Current state:</p> <ul style="list-style-type: none"> ● Heusner has universal screening: FastBridge for all grades K-5. This assessment is given in the Fall/Winter/Spring.

		<ul style="list-style-type: none">● Students take the i-Ready Reading assessment in the Fall/Winter/Spring and work on their reading path during an independent rotation 30-40 minutes per week.● Reading has monthly Benchmark Assessment System (BAS) progress monitoring, which is monitored in Mastery Connect and PLC decisions to move students.● Fall/Winter/Spring BAS testing monitors growth.● Quarterly (Phonemic Awareness)/Phonics/HFW (High Frequency Words) monitoring determines holes.● The Into Reading Curriculum series has embedded writing/reading comprehension assessments and grade appropriate expectations with a scope and sequence for grades K-5.● Staff was trained in the core series Into Reading during the 2022-23 school year.● Information for student performance is shared at weekly PLC meetings, and decisions are made for student growth and placement for instruction is made.● Identified students requiring intensive support are provided small group reading that contains two teacher tables that focus on PA/Phonics/HFW/Comprehension gaps.● The district has implemented a new small group reading format that will allow more time for phonics/PA instruction and writing support.
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		<ul style="list-style-type: none">● Instruction: Heusner students have 130 minutes of Language Arts Instruction. Heusner students have 60 to 80 minutes of small group reading time and 60 minutes of whole group reading time. Small group reading time is focused on PA, Phonics, Vocabulary, Writing and Reading Comprehension at the students reading level. During whole group teachers are using Into Reading. Students are exposed to skills and text at their grade level. <p>Desired state:</p> <ul style="list-style-type: none">● We would like to have a progress monitoring checkpoint system for phonemic awareness, high frequency words, and phonics for grades 3-5 to ensure students have maintained skills from year to year.● We need to ensure that students in Tiers 2 and 3 get reading instruction in small groups with highly trained staff. We would need an intervention teacher that serves only reading. Currently, our intervention teacher serves both math and reading. We need 1 classified staff person to support tiered instruction. Currently, our classified position serves both reading and math.● We are looking to add more decodable text that helps to teach the phonics skills in K-1 classrooms. We would like to add to our TIER II and III resources for 3rd through 5th grade adding 95% Phonics - a supplemental phonics kit
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		<p>that would help fill in missing phonics holes for students in the upper grades.</p> <ul style="list-style-type: none"> ● We would like to provide teachers more additional phonics support/training; especially in upper grades. Utilizing the phonics program 95%: for 3rd/4th/5th would be a desired purchase. \$1,100.00 per grade level.
<p>J. Is there a tiered system of support to target math growth?</p>	<p>Yes</p>	<p>Current state:</p> <ul style="list-style-type: none"> ● Heusner has a diagnostic assessment: i-Ready. ● We do not have a system for progress monitoring school-wide, but we are piloting Fastbridge progress monitoring with students who are brought to our MTSS team. These may include tier 2 and 3 students. ● Outcome Assessments include KS Assessment, Interim Assessment, Module Assessments, Fact Fluency Assessment. ● Heusner does not have documented decision rules referred to on the Foundational Rubric for Tiered Math Framework Supports. ● Instruction: Heusner’s Math Block has at least 60 minutes of core math instruction. Small group math instruction has at least 30 minutes of instruction. ● Our specialized instruction includes i-Ready Lessons to fill the holes identified. Students work on their personalized path 30-40 minutes per week. ● Students spend 10 minutes a day focused on fact fluency based on needs identified on our

		<p>district fact fluency assessment. Students in grades 2-5 work on Reflex for fact fluency practice, working to master their addition/subtraction or multiplication/division facts.</p> <ul style="list-style-type: none"> ● During PLCs, teachers and the math coach look at math data and determine interventions. <p>Desired state:</p> <ul style="list-style-type: none"> ● We need to utilize a system-wide progress monitoring system for students that are not reaching grade level expectations in math. ● We need to develop documented decision rules referred to on the Foundational Rubric for Tiered Math Framework Supports. ● We need a monitoring assessment for students in Tiers 1 and 2. ● We need 1 additional certified teacher to support Tiered Math intervention and 1 classified interventionist for math.
<p>K. Are there local assessments to measure reading growth?</p>		<p>Current state:</p> <ul style="list-style-type: none"> ● BAS Assessments Fall/Winter/Spring. ● i-Ready Reading Assessments Fall/Winter/Spring. ● Each reading module has an end of module assessment. ● Interim assessments for reading and math (3-5) 3 times a year ● Writing Assessments are completed 3 per semester for each type of writing (narrative, Informative, opinion.)

		<ul style="list-style-type: none"> ● Reflex (math fluency program) ((grades 1-5) to build fluency in math <p>Desired state:</p> <ul style="list-style-type: none"> ● All grade levels assessing standards, with additional data points for all standards. ● Grades 3-5 need access to formative assessments that are aligned to the state assessment. These need to be given on the computer and students need immediate feedback much like i-Ready Reading gives. ● We need a progress monitoring tool for phonics.
L. Are there local assessments to measure math growth?	Yes	<p>Current state:</p> <ul style="list-style-type: none"> ● i-Ready Data. ● Math Module Assessments and Exit Tickets. <p>Desired state:</p> <ul style="list-style-type: none"> ● Progress Monitoring is not utilized at this time. ● Tier 1 or 2 spiral review based on standards is needed.
M. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	<p>Current state:</p> <ul style="list-style-type: none"> ● Teachers utilize programs offered through Arts Infusion. We also sign up for Creede Repertory performance as well as local artist performances in order to bring the arts into education. We have band and orchestra available for our 5th graders. We also have the First Lego League that engages youth in STEM exploration for our 4th graders. Our 1st and 4th graders sign up for the Zoo trip provided by Rolling Hills.

		<ul style="list-style-type: none"> ● We no longer are able to offer our after-school program for students. <p>Desired state:</p> <ul style="list-style-type: none"> ● We would like to offer an after-school program for students with lagging skills. Extended opportunities would include 2 days for math and 2 days for reading. We would need staff to deliver instruction and funding to pay staff.
<p>N. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?</p>	<p>Yes</p>	<p>Current state:</p> <ul style="list-style-type: none"> ● We are using the Fishbone and 5 Whys as strategies for processing data analyzed. ● We have created a comprehensive data spreadsheet tracking student data over multiple years, which includes multiple data points allowing us to see a more comprehensive view of students. ● We will be taking the Interims provided by the state in October, December and February in 4th grade. 3rd grade will utilize the practice assessment or interim as a teaching tool. <p>Desired state:</p> <ul style="list-style-type: none"> ● Teachers will set goals for both math and reading on the Kansas Assessments. ● Taking the Interim for Kansas Assessment Practice in order to see future performance. ● We would like to have formative assessments in grades 3-5 that are delivered on the computer

		<p>and aligned to the types of questions that students will see on the Kansas Assessments.</p>
<p>O. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</p>		<p>Current State:</p> <ul style="list-style-type: none"> ● Heusner students decreased students scoring in level 1 from 38.1% to 34.4% on the English Language Arts KS Assessment. ● 61% of Heusner students scored at a Level 1 or 2 on the Kansas Math Assessment in 22-23, a decrease from 64% in 21-22. ● 25% of Heusner students are scoring at a Level 3 or 4 on the Kansas Science Assessment. ● Heusner decreased the number of students in level 1 from 47% in 21-22 to 35% in 22-23 on the Science Assessment. ● Heusner’s chronic absenteeism rate was 26.03% for the 2021-2022 school year. In the 22-23 school year we decreased it to 19.99%. That is a 7% decrease in students that are chronically absent. <p>Desired State:</p> <ul style="list-style-type: none"> ● Students will have the communication skills to achieve postsecondary success, as measured by a 10% increase in the number of students performing at a Level 3 or 4 (above grade level) on the Kansas Reading Assessment by 2027. <ul style="list-style-type: none"> ○ We increased the percentage of students scoring in levels of 3 and 4 by 3.3%. Students went from 27.8% to 31.1% scoring in levels 3 and 4. ● Students will have the critical thinking skills to achieve postsecondary success, as measured by

		<p>a 15% increase in the number of students performing at a Level 3 or 4 (above grade level) on the Kansas Math Assessment by 2027.</p> <ul style="list-style-type: none"> ● Students will have the critical thinking skills to achieve postsecondary success, as measured by a 10% increase in the number of students performing at a Level 3 or 4 (above grade level) on the Kansas Science Assessment by 2027. <ul style="list-style-type: none"> ○ During the 2022-23 school year we decreased the % of students in level 3 and 4 by 5%. ● Students will have the social-emotional skills to achieve postsecondary success, as measured by a 25% decrease in the number of social - emotional behavior offenses by 2027. ● Students will have the social-emotional skills to achieve postsecondary success, as measured by a 15% decrease in the number of students who are chronically absent by 2027.
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Section 2: State Board of Education Outcomes	Response	Description
A. How is social/emotional growth being measured?		<p>Executive Skill Data is gathered in the Fall/Winter/Spring.</p> <p>Office Referral Data is used.</p> <p>Responder Call Log Data is gathered monthly. (Responder calls are calls teachers make to give extra support to students that are dysregulated).</p>

<p>B. What are the targets/goals related to social/emotional growth?</p>		<p>Increase the number of students in control of their emotions and regulated, ready to learn (Impulse control/response inhibition).</p> <p>Desired State: Building goals were set at the January staff development session.</p> <ul style="list-style-type: none"> ● Students will have the social-emotional skills to achieve postsecondary success as measured by a 25% decrease in the number of social-emotional behavior offenses by 2027. ● We feel that we need to continue to provide full-time social workers along with the behavior support personnel beyond the 2023-24 school year to continue to meet and address students' social-emotional needs.
<p>C. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)</p>		<p>Current state: Heusner has on-site preschool and universal screener (ASQ). We are finding students coming to Kindergarten with lagging social emotional skills: having a hard time managing emotions, lacking the stamina to complete tasks independently, lacking impulse control that we would expect at the kindergarten level.</p> <p>Desired state: A comprehensive screener given by staff, so that we know exactly where students are when they come in.</p>

	<p>We would like for all of our kindergarten students to come with the skills mentioned above. At the same time, we recognize that we will need to provide time for students to develop these skills along with the teacher support needed. Students are needing smaller class size in Kindergarten. This allows the teacher to co-regulate, give feedback and support as students are building and growing their social emotional skills.</p>
<p>D. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)</p>	<p>Current State: ASQ is given to 100 percent of incoming students. WE have 2 days of Kindergarten prep prior to the year starting to make the best academic and social emotional decisions and get students started on the right foot.</p> <p>Kindergarten teachers communicate with preschools to better transition students.</p> <p>Desired State: We would like to increase planning and staff development between Pre-K and Kindergarten teachers.</p> <p>Expand Pre-K programming. We would like to add preschool classrooms to our building. We have a waiting list for students to get into our preschool.</p> <p>We would like to have a better way of getting parents signed up for Kindergarten in April so that we know who will be coming to Kindergarten in the</p>

		<p>fall. This will allow us to do some frontloading with students and parents.</p> <p>We need to continue to reduce classroom size at kindergarten to better meet students where they are at when they walk through the door.</p>
E. How are successes of Individual Plans of Study being measured?	N/A	N/A
F. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	N/A
G. How are you ensuring students are civically engaged?		<p>Current state: Some grade levels participate more in civic opportunities than others—Kindergarten has firefighters visit; 3rd grade has veterans sharing stories in classes, decorating coffee sleeves for Mokas customers for Kindness Day; 4th grade writes letters for veterans at Applebee’s.</p> <p>Desired state: All teachers and all grade levels will have civic engaged/Constitution Week activities planned each semester that focus on community engagement.</p>

Section 3: Curriculum Needs	Response	Description
A. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		<p>Current state:</p> <ul style="list-style-type: none"> ● District offers a summer school program each summer for math and reading. ● All students receive a summer packet that includes both math and reading resources to

		<p>support continued summer learning and practice of skills.</p> <ul style="list-style-type: none"> ● In the summer of 22-23, we held 2 meeting times where students could update us on their progress of their summer work and also participate in connecting activities. <p>Desired state:</p> <ul style="list-style-type: none"> ● We would like to tailor support for parents at home during the summer months to better meet students' needs. ● We would like to provide an after-school program for students to get extra support.
<p>B. Are there appropriate and adequate instructional materials?</p>		<p>Current state:</p> <ul style="list-style-type: none"> ● We do not have Tier 2 and 3 resources for Social-Emotional Learning. ● Our Tier 2 and 3 resources consist of i-Ready lessons targeting identified holes based on the i-Ready diagnostic. <p>Desired state:</p> <ul style="list-style-type: none"> ● More explicit Tier 2 and Tier 3 resources for phonics. Including Decodables and Intervention kits for phonics. ● More Tier 2 and 3 Social-Emotional Resources.
<p>C. Is current technology appropriate? If no, what technology is needed to support the curriculum?</p>		<p>Current state:</p> <ul style="list-style-type: none"> ● i-Ready is very appropriate for math. ● We also are utilizing Reflex math for fact fluency in grades 2-5. Students work on their

		<p>individual programs, working on mastering either addition/subtraction or multiplication/division facts, depending on their grade level or needs.</p> <p>Desired state:</p> <ul style="list-style-type: none"> ● We don't have technology that can replicate the state assessment format—multiple choice and computerized format.
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Section 4: Educational Capacities (pursuant to K.S.A .72-3218)	Response	Description
A. 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	
B. 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.	Yes	<p>Current state: The percentage of students scoring at mastery (Level 3 or 4) for each grade level in the area of speaking and listening for Q2 is</p> <ul style="list-style-type: none"> ● Kindergarten: 49 out of 67 = 73% ● First Grade: 42 out of 55 = 76% ● Second Grade: 53 out of 62 = 85% ● Third Grade: 38 out of 46 = 83% ● Fourth Grade: 56 out of 64 = 88%

		<ul style="list-style-type: none"> ● Fifth Grade: 52 out of 54 = 96% <p>Desired state: All students will be proficient and score at a level 3.</p>
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	No	<p>Current state:</p> <ul style="list-style-type: none"> ● Although there are some modules that focus on social studies concepts, these are not found at each grade level. ● During Social Studies time (every other week), students are exposed to social studies standards. <p>Desired state:</p> <ul style="list-style-type: none"> ● Increased curricula and text resources for teaching, as well as increasing instructional time during the day.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	No	<p>Current state:</p> <ul style="list-style-type: none"> ● Although there are some modules that focus on social studies concepts, these are not found at each grade level. ● During Social Studies time (every other week), students are exposed to social studies standards. <p>Desired state:</p> <ul style="list-style-type: none"> ● Increased curricula and text resources for teaching, as well as increasing instructional time during the day.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.		<p>Current state: Zones of Regulation. Second Step. Morning meetings occur in every classroom each day; during morning</p>

		<p>meetings, teachers check in with students and teach lagging executive skills.</p> <p>Desired state: We need to be able to have students take non-academic surveys that could be utilized to target interventions and resources, to work with students that have lagging social-emotional wellness.</p>
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	No	<p>Current state:</p> <ul style="list-style-type: none"> ● Teachers have access to Arts Infusion and some choose to bring in artists. ● Students participate in art and music each week. ● Stiefel/Community Theater/Creede <p>Desired state: Increase the access for each classroom.</p>
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.	No	<p>Current state:</p> <ul style="list-style-type: none"> ● We do not have curriculum, programs, or services that engage students in a process that leads students to a postsecondary plan. ● No set curriculum or outcome that all students have access to. <p>Desired state: Discuss more vocational opportunities. Give students the opportunity to explore various jobs. Develop a future story. See: Career Fields</p>
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	No	<p>Current state:</p>

<p>counterparts in surrounding states, in academics or in the job market.</p>		<ul style="list-style-type: none"> ● We do not have curriculum, programs, or services that engage students in a process that leads students to a postsecondary plan. <p>Desired state: No desired state at this time.</p>
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Section 5: Staff Needs	Response	Description
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<p>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?</p>	<p>No</p>	<p>Current state:</p> <ul style="list-style-type: none"> ● During the 2023 school year, we hired 2 staff members that were not highly qualified for their positions. ● We are missing a bilingual assistant position. ● We have 53 students under IEPs. Our 2nd through 5th grade special education teachers have 32 total students. <p>Desired state:</p> <ul style="list-style-type: none"> ● We need Highly Qualified staff in all areas including special education and teaching positions. ● We have had 5 students that are new-comers to Heusner with no English. New-comers need time and support as they make the transition. (A Spanish version of textbooks. Curriculum supports for non-English speaking students. We would like to have an interpreter for the first week of school.) ● We would like to have the special education staff to have a special education teacher at the following levels: k-1, 2-3 and 4-5 teacher. ● Roving subs at each building have ensured that instruction continues at a high level. These subs have been trained and are familiar with the curriculum. We feel like these positions are essential at our building.
<p>B. How many classified support staff are currently employed?</p>	<p>14</p>	<p>Current state:</p>

		<ul style="list-style-type: none"> ● We were unable to hire 2 paraprofessionals at Heusner Elementary to meet the needs of our special education students. <p>Desired state:</p> <ul style="list-style-type: none"> ● We need to be fully staffed with support staff in order to positively impact student learning and student regulation. ● We need to increase the resources for our intensive special education rooms.
C. How many classified support staff are needed?	17	<p>Desired state:</p> <ul style="list-style-type: none"> ● We are short 2 paraeducators in order to meet the special education needs of students in our building. ● We feel like having an additional classified staff member to provide Tier I and II supports.
D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	<p>Current state: Yes</p> <p>Desired state: All support staff will have the appropriate license.</p>
E. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	<p>Current state:</p> <ul style="list-style-type: none"> ● Math Coach – Master’s Degree ● Reading Coach – Master’s ● Lead Teacher – Master’s ● Principal – Master’s <p>Desired state: Leaders will continue to attend professional learning opportunities to help teachers implement research based strategies in the classrooms.</p>

<p>F. What staff development is necessary for teachers to support student success and meet the school improvement goals?</p>		<p>Current state:</p> <ul style="list-style-type: none"> ● Staff is currently analyzing state assessment as well as social-emotional data in order to identify needs and action steps using the fishbone and 5 whys strategies. ● Engagement walkthrough data shows the continued need for Kagan Training. ● Conscious Discipline Training to provide additional training for teachers to teach lagging executive skills. ● This year district wide we began visible learning training with John Hattie. <p>Desired state:</p> <ul style="list-style-type: none"> ● Teachers are given just-in-time learning and time to apply their learning in their classroom with support from coaches and leadership. ● Continue additional training on social-emotional needs: Executive Skills and Conscious Discipline. ● Staff development provided on Kagan - embedded as an option during staff development days, along with Kagan Coaching for application. ● Special education training for intensive special education programs. ● Training on Visible Learning. ● We feel like we need to go back, review and train staff on Positive Behavior Support Intervention Systems and relook structures.
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Section 6: Facility Needs	Response	Description
A. Is there adequate space for student learning?	No	<p>We are a Title building with additional support staff to meet the needs of students. We often double and triple up and struggle to find spaces for small groups of students to meet.</p> <p>Desired State:</p> <ul style="list-style-type: none"> ● Additional classrooms for Title/At Risk small group instruction or flexible groupings and an additional preschool room. ● Additional office space for social-emotional learning groups and therapy for students.
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	No	<p>We would need additional classroom spaces created.</p>
C. Are additional School Buses needed or any additional Routes needed?	No	<p>Heusner does not have bussing since homes are within the 2.5 miles.</p> <p>Desired State:</p> <ul style="list-style-type: none"> ● Some Heusner families due to individual circumstances need busing in order to get students here on a regular basis.

Section 7: Family Needs/Community Relations	Response	Description
A. Do you have regular events to engage parents with teachers?	Yes	<p>Current state:</p> <ul style="list-style-type: none"> ● Back to School Night ● Fall/Spring Parent Teacher Conferences ● Parent Advisory Council ● SITE Council

		<ul style="list-style-type: none"> ● Authentic Presentations/Parents Visit Math ● Math/Reading Night ● Heusner Carnival ● Play Day ● STEM Day <p>Desired state:</p> <ul style="list-style-type: none"> ● Parents would like to see more flexibility and variety in times that events are offered.
<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?</p>		<p>Current state:</p> <ul style="list-style-type: none"> ● Math parent tip sheets, including math vocabulary, manipulatives and models students may use with the concept, and game ideas, are sent home at every grade level for each new math topic. ● Provide parents through the MTSS process a math/reading kit with resources to do with students. ● Summer math/reading packets for parents to do with their child over the summer months. <p>Desired state:</p> <ul style="list-style-type: none"> ● Parents would like to see more flexibility and variety in times that events are offered. ● Parents appreciate having training that aligns with what students are doing in the school: Conscious Discipline, Math Strategies, Supporting their Students with Reading.
<p>C. Do you have an active Site Council?</p>	<p>Yes</p>	<p>Current state:</p> <ul style="list-style-type: none"> ● We meet 6 times each school year.

		<ul style="list-style-type: none"> ● Staff, parents and community members are involved in the meeting. <p>Desired state:</p> <ul style="list-style-type: none"> ● We want to have a diverse group of community, parents, and staff that are part of this council.
D. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	<p>Current state:</p> <ul style="list-style-type: none"> ● Active PTA that meets once a month. <p>Desired state:</p> <ul style="list-style-type: none"> ● We would like to continue to build our PTA by increasing membership and monthly attendance.
E. What types of communication exists with families? Is it adequate?		<p>Current state:</p> <ul style="list-style-type: none"> ● Grade level newsletters from classroom teachers ● School newsletter via email ● Messenger/Bloomz ● Some teachers use Class Dojo ● Social media: Facebook/Twitter ● Heusner Website <p>Desired state:</p> <ul style="list-style-type: none"> ● We need to continue to be cognizant of parent communication needs and adapt when needed.
F. What types of communication/social media exists with your community? Is it adequate?		<p>Current state:</p> <ul style="list-style-type: none"> ● Heusner Website ● Social media: Facebook/Twitter

		<p>Desired state:</p> <ul style="list-style-type: none"> ● We need to continue to be cognizant of parent communication needs and adapt when needed.
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Section 8: School Data	Response	Description
A. Building Attendance Rate		94.2%
B. Building Chronic Absenteeism Rate		26%
C. District Chronic Absenteeism Rate		32.8%
D. District Graduation Rate		86.6%
E. District Dropout Rate		2.4%
1. What is our building graduation rate		N/A
2. What is our building dropout rate?		N/A
3. What is our average comprehensive ACT score?		19.8

Section 9: Other Data	Response	Description
A. Based on the building leadership team’s analysis, what are the barriers your school faces with non-assessment related issues?		<p>Current state:</p> <ul style="list-style-type: none"> ● We are seeing continued social-emotional needs from students. Students have lagging executive skills and are needing more explicit instruction and support as their skills develop. <p>Desired state:</p> <ul style="list-style-type: none"> ● Students will have the self-regulation skills needed to maintain academic time in the classroom.

		<ul style="list-style-type: none"> ● We need continued knowledge and skills with Conscious Discipline and executive skills as we support students with lagging social-emotional needs. We will continue to work through our Conscious Discipline book/video study and our Conscious Discipline support coach.
1. Can these be achieved with additional resources?	Yes	Desired State: <ul style="list-style-type: none"> ● Students need to be in small class sizes to meet the social-emotional needs of students. ● Continued social-emotional positions: full time Counselor, full time Social Worker, full time student support coach and student support assistants.
2. Why or why not?		<p>We have found that through social-emotional groups, smaller class sizes, and support personnel for each grade level, that students' needs can be met. Lagging skills over time take multiple years to develop.</p>
B. Additional building unique items:		

Section 10: Building Barriers Statement	Response	Description
A. The barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment.		Building response: <p>We embrace the challenge of being a title building with 53% of students qualifying for free/reduced lunch.</p> <p>All students will need to be able to read and comprehend grade level text.</p>

- **On the 2023 KS ELA Assessment 38% of Heusner students scored at a level 3 or 4; which is a 9% increase from the previous year. The district scored 34.3% at a level 3 or 4 on the ELA Assessment.**
- **In the fall of 2023 on the Benchmark Assessment System, 67% of Heusner Students are Reading at Grade Level.**

Students need to be regulated in their executive state so that they can be ready to learn math and reading content.

Students need to have stamina and be able to persevere through longer passages and through multistep problems.

Access to universal preschool.

All students reading at grade level by third grade.

Students need to have multiple opportunities to take assessments on the computer.

Students need to have stamina and be able to persevere through multistep problems, with multiple choice and multiple mark options.

3rd-5th grade teachers need to administer the end of module assessments on the computer to practice online testing strategies.

2nd grade teachers need to administer the end of module assessment at the end of the year for second grade.

Desired State:

We need to maintain our current level of staffing at the minimum and add 1 certified and 1 classified to support math in order to continue to provide intervention and supports for both Reading and Math.

- **1 Reading Interventionist (current)**
- **1 Classified Reading Interventionist (current)**
- **1 Math Interventionist (add)**
- **1 Classified Interventionist (add)**

We need to continue to prioritize small class sizes at Kindergarten and other identified grade levels where we see increased social emotional needs. (Having small class sizes allows us to address the needs of the kiddos walking through the door.) We currently have 2 certified teachers in this role.

Social Emotional Supports at Heusner:

Continue with a full time Social Worker, Counselor and 2 Social Emotional Support Team members. Having staff available to support dysregulated students helps maintain the learning environment in the classroom and keeps other students' emotional state regulated, and supports the dysregulated

		<p>student returning back to learning in a timely fashion.</p> <p>Continued training for staff on Executive Skills, Positive Behavior Supports.</p>
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