

BUILDING NEEDS ASSESSMENT



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

Building Sunset Elementary Grades Served Pre-K to 5th Grade

Section 1: Student Needs	Response	Description
A. Student Headcount	379	
B. Percentage of students with an active IEP	25.86%	
C. Percentage of students enrolled in English Language Learner (ELL) services	17%	PreK-Grade 2 = 40 students Grades 3-5 = 24 students
D. Percentage of students identified as At-Risk (Free lunch)?	71.24%	
E. Pupil-teacher ratio average	17.22:1	This report only included grade-level teachers.
F. Pupil-teacher ratio median	18:1	
G. Are the needs of foster care students being met? If not, what supports are needed?	Yes	
H. Are there gaps in student success among race/ethnicity student subgroups?		
I. Is there a tiered system of support to target reading growth?		Current State: Multi-Tiered Systems of Support (MTSS) daily intervention instruction for 25 minutes and Differentiated Core Small Group Reading Instruction daily for 25 minutes. This is possible with 2 Certified Reading Instructors (one is ESSER funded) and 3 Classified Interventionists (ESSER funded).

		Desired State: Human resources and instructional time to more consistently provide Tier 3 intervention to all students in need.
J. Is there a tiered system of support to target math growth?	Yes	<p>Current State: Students take the i-Ready diagnostic that provides data such as norm percentile, grade level placement (overall and by domain), and a list of skills that students can and cannot do, for each student. Tier 3 students receive small group instruction for 20-30 minutes a day 2-3 days per week. This is possible with 1 Certified Math Instructor (ESSER funded) and 1 Classified Interventionist (ESSER funded). Tier 2 and Tier 3 students receive small group instruction for at least one 20-30 minute rotation from their classroom teacher.</p> <p>Desired State: Human resources and instructional time to more consistently provide Tier 3 intervention to all students in need.</p>
J. Are there local assessments to measure reading growth?	Yes	Sunset uses the Reading Diagnostic Assessments: Phonics, Phonological Awareness Skills Test, and High Frequency Words. Benchmark Assessment System, FastBridge Screeners, and district common assessments aligned with Into Reading (district reading resource) and Kansas College Career Readiness Standards are also used.
K. Are there local assessments to measure math growth?	Yes	Sunset uses i-Ready and district common assessments aligned with the Eureka Math resource. We also use Reflex math.

<p>L. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?</p>	<p>Yes</p>	<p>After-school math program (occurring in 2nd semester for students identified as needing additional math support according to i-Ready data). This is Elementary and Secondary School Emergency Relief (ESSER) funded, so sustainability is unknown. The program saw average point differential improvements at each grade level for the students that attended the after-school program.</p>
<p>M. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?</p>		<p>Kansas State assessment data is one of the components that is reviewed to focus and maximize student scores. All students are placed in differentiated reading groups five days a week based on their Benchmark Assessment Score (BAS). Tiered groups work on a variety of targeted areas based on needs to close instructional gaps. Students also take the math i-Ready diagnostics that creates an individualized learning path for them.</p> <p>Students not meeting specific skills in reading or math were recommended to the Student Improvement Team to identify strategies to help them show academic growth.</p> <p>ESSER funds were used to help provide extra support to students that had learning gaps created by the pandemic. The funds were used for an interventionist teacher, a classified interventionist, and an after-school math program.</p>
<p>N. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</p>		<p>Math "Big Picture Lag Goal"</p>

		<ul style="list-style-type: none"> ● By the Spring of 2027, 48% of Sunset students will perform at Levels 3 and 4 on the Kansas Mathematics Assessment. <ul style="list-style-type: none"> ○ Increase Levels 3 & 4 by 5% each year ○ Decrease Level 1 by 4% each year <p>ELA “Big Picture Lag Goal”</p> <ul style="list-style-type: none"> ● By the Spring of 2027, 46% of Sunset students will perform at Levels 3 and 4 on the Kansas English Language Arts Assessment. <ul style="list-style-type: none"> ○ Increase Levels 3 & 4 by 5% each year ○ Decrease Level 1 by 4% each year
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Section 2: State Board of Education Outcomes	Response	Description
A. How is social/emotional growth being measured?	The school Counselor and social worker will monitor the success of interventions for students who display a need for social/emotional assistance.	Salina Public Schools developed non-academic report cards and building-level goal measurements. Monitor behaviors related to the amount of mental health service referrals. Monitor chronic absenteeism, staff radio calls, and discipline referrals. The school had .5 social worker and student support worker that helps with social emotional growth of the students. The building also depends on a school counselor to teach social emotional lessons.

B. What are the targets/goals related to social/emotional growth?	Decrease by 10%	Sunset had 10% fewer office referrals than last school year. Decrease the number of students who are chronically absent compared to the previous year. Increase the number of referrals for mental health services compared to the previous year.
C. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Ages and Stages Questionnaire	The Ages and Stages Questionnaire (ASQ) is used to show Kindergarten readiness and help determine class placement.
D. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	100%	Sunset Elementary achieved the ASQ completion goals of 100%.
E. How are successes of Individual Plans of Study being measured?	N/A	
F. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	
G. How are you ensuring students are civically engaged?	Service Projects	Students participate in Constitution Day learning activities and experiences. Students and staff participate in collecting macaroni and cheese in partnership with Project Salina. Students write thank you letters to community police, fire, and health care professionals. Some of the English Language Arts modules focus on civics and government.

Section 3: Curriculum Needs	Response	Description
A. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	ESSER Funded after-school Math Program and Elementary Summer School (ESS)	<p>Summer School for students that qualify. ESSER funded after-school Math program for students who qualify, so sustainability is unknown.</p> <p>Elementary Summer School (ESS) is focused on students that aren't reaching grade level in reading and/or math.</p> <p>Extended School Year (ESY) is available for Special Education students who qualify.</p>
B. Are there appropriate and adequate instructional materials?	In Progress	<p>English Language Arts: Tier 1 is appropriate and adequate. Systematic and explicit Tier 2 and Tier 3 instructional resources are needed for supplemental and intensive MTSS instruction.</p> <p>Math: Tier 1 is appropriate and adequate. Tier 2 materials are available in i-Ready. Progress monitoring tools are needed. Tier 3 resources for more explicit instruction are needed.</p> <p>FastBridge is a new resource that may provide appropriate progress monitoring resources for some students (not instructional materials).</p>
C. Is current technology appropriate? If not, what technology is needed to support the curriculum?	In Progress	<p>Equitable online access is not available for all students at home.</p> <p>Current technology includes Kindergarten through 5th grade students having 1:1 Chromebooks, Promethean boards and document cameras in every grade level classroom; MP3 players, digital cameras, Promethean</p>

		<p>slates, new smart board/TV are being piloted in some classrooms.</p> <p>Various web-based resources are available: Google Classroom/Ed Suite, school website, Twitter, Facebook, Instagram, i-Ready, Clever, Mastery Connect, Skyward, Reading A-Z & RAZ Kids, Kahoot, Epic, Into Reading Ed platform, FastBridge, etc.</p>
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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)	Yes	Information will be provided by Educational Programs.
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.	In Progress	Oral and written communication skills need to be fostered and developed for transfer to real-world application situations such as completing a job application or an interview.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
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	Students are actively engaged in participating in daily social-emotional learning led by the classroom teacher. The school counselor and classroom teacher

		also present lessons based on the Second Step curriculum. Students have opportunities to meet with the school counselor, social worker, or family support worker to work on identified social skills.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	<p>Students have art, music, and embedded classroom instruction.</p> <p>The school also participates in the Arts Infusion program that presents thoughtful, curriculum-based inspiring encounters between students and arts. The program both guides and coordinates teaching-artists working with teachers and students to impact core curriculum through arts-based learning.</p> <p>Students attend field trips centered on the arts, and guest speakers have come to classrooms.</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.	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 the job market.	Yes	

Section 5: Staff Needs	Response	Description
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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?	No	With ESSER funds, we were able to add extra positions to meet the needs of the students. There are also open positions that were not able to be filled. The ESSER funds will be eliminated that have provided the extra support for the students. Meeting the needs of students with less staff will be a more challenging task.
B. How many classified support staff are currently employed?	25	This number includes office and custodial staff members. More staffing is needed. We have been able to provide extra support due to ESSER funding.
C. How many classified support staff are needed?	35	ESSER funds allowed the school to hire more staff to help meet the needs of the students. We are still in need of special education paraprofessionals.
D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	ESSER funds allowed the school to hire more staff to help meet the needs of students.
E. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	The district provides instructional leadership meetings, instructional coach PLCs, book studies, and professional development opportunities. College courses, book studies, webinars, outside professional development, and other opportunities are also utilized.
F. What staff development is necessary for teachers to support student success and meet the school improvement goals?	See description	Professional development for all staff in areas including social-emotional learning, English Language Arts, Math, Science, Social Studies, classroom management, student engagement, Project-Based Learning, ESOL training, evidence-based instructional strategies, special education, Standards & Standards-Referenced Grading, Skyward, Mastery Connect, Belonging, and Visible Learning all require in-service time and resources.

Section 6: Facility Needs	Response	Description
A. Is there adequate space for student learning?	Yes	Enrollment has continued to increase. Space is needed to add additional teachers/classes. We are in need of more space for small group instruction. We need more space for the Pre-K program due to the increased number of students enrolled each year. We need an area for orchestra and band to practice and store necessary equipment for their classes.
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	Yes	The HVAC system needs to be upgraded to help with humidity in the classrooms. Additional water fountains with water bottle fillers are needed in the primary grade hallways. We need to have some items replaced on the playground.
C. Are additional School Buses needed or any additional Routes needed?	Yes	If funding was provided for students to have the opportunity to ride the bus, this could potentially help with chronic absenteeism. A lot of students walk or ride their bike regardless of the weather conditions, so the option of busing would be beneficial.

Section 7: Family Needs/Community Relations	Response	Description
A. Do you have regular events to engage parents with teachers?	Yes	<ul style="list-style-type: none"> ● Parent/Teacher Conferences twice a year ● Parent Teacher Association (PTA)--meets monthly ● Site Council--meets six times a year ● Muffins in the Morning ● Donuts with Grown-ups ● Frosty Festival-Title Math and Reading Night ● PTA Fun Night ● PTA movie nights ● Small group math day for parents to visit classrooms

		<ul style="list-style-type: none"> ● Small group reading day for parents to visit classrooms ● Marathon Family Walk Night ● 5th Grade Honor Night ● 1st-4th grade music programs ● Meet-the-Teacher Night ● Spanish/bilingual books for parent/student reading at home. ● Kindergarten Round-up Activities ● Award Assembly ● FAM JAM (Belonging Event) ● STEM Night with Kansas State Salina
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?	Please see description	<p>During Frosty Festival, CAPS community parenting helped with providing information about different services available to families within our community. (The list included CKMH, CAPS, Heartland, and Salina Public Library).</p> <p>Sunset also has a bulletin board next to the office that provides available resources (which we call Beaks Closet, offering items to help families in need). Social-Emotional Learning Team coordinates with local organizations.</p>
C. Do you have an active Site Council?	Yes	Meets six times a year. Site Council members have assisted with PTA and school events.
D. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	PTA, Site Council, and Belonging Council.
E. What types of communication exists with families? Is it adequate?	Please see the description. It is	<ul style="list-style-type: none"> ● Email ● Skyward ● Text messages ● Phone calls

	adequate to reach families.	<ul style="list-style-type: none"> ● Monthly school newsletters ● Facebook ● Instagram ● Twitter ● School Messenger ● Parent/Teacher Conferences–twice a year ● Classroom teachers may use mobile apps ● Building and district website
F. What types of communication/social media exists with your community? Is it adequate?	Please see the description. Yes, it is adequate.	Sunset Elementary utilizes Facebook, Twitter, Instagram, website, phone calls, emails, School Messenger, newspaper, and radio station. The communication is adequate to reach families.

Section 8: School Data	Response	Description
A. Building Attendance Rate	90.4%	
B. Building Chronic Absenteeism Rate	39.0%	Chronic absenteeism and discipline data is monitored weekly. Parents are notified through a letter sent home when students have missed 10% or more of the school days. Meetings are scheduled with parents for students that are consistently missing school.
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?	N/A	

Section 9: Other Data	Response	Description
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<p>A. Based on the building leadership team’s analysis, what are the barriers your school faces with non-assessment related issues?</p>	<p>See description</p>	<p>Ensuring that all staff are aware of building and district initiatives.</p> <p>Creating opportunities for classified staff to participate in professional development and opportunities to learn evidence and research-based practices.</p> <p>Staffing for both certified and classified positions.</p> <p>The increased stress that educators face, which is related to students' social-emotional needs and mental health needs.</p> <p>There is a need for extra support and funding for special education.</p> <p>The school is also facing issues surrounding chronic absenteeism.</p>
<p>1. Can these be achieved with additional resources?</p>	<p>Yes</p>	<p>Recruitment and retention could help resolve the issues of adequate and highly qualified staff in all positions without frequent turn-over. ESSER funding has helped with providing extra resources, and the need for these resources is still increasing.</p>
<p>2. Why or why not?</p>		<p>There are many factors that impact student learning. Increased staffing and retention could help with lowering class sizes and ensuring that we have staffing that can meet the needs of all students.</p> <p>Reducing class sizes provides opportunities for teachers to give extra support to students, both</p>

		educationally and in addressing their social-emotional needs.
B. Additional building unique items:		

Section 10: Building Barriers Statement	Response	Description
<p>A. The barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment.</p>		<ul style="list-style-type: none"> ● Chronic Absenteeism ● Language Barriers ● Staff Training for Classified Staff ● Classified Staff Retention ● Losing ESSER Positions ● Lack of candidates for positions ● Social-Emotional Barriers ● Classroom Management ● Comprehensive Resources for Special Education Curriculum ● Belongingness at School ● Learning Challenges ● Psychological Barriers ● Environmental Barriers ● Emotional Barriers