

BUILDING NEEDS ASSESSMENT



2022-2023 Building Needs Assessment for 2023-2024 Budget Considerations

Building Heusner Elementary

Grades Served

Preschool through 5th Grade

Section 1: Student Needs	Response	Description
A. Student Headcount	415	
B. Percentage of students with an active IEP	25%	
C. Percentage of students enrolled in English Language Learner (ELL) services	3%	
D. Percentage of students identified as At-Risk (Free lunch)?	50%	
E. Pupil-teacher ratio average	1:18	
F. Pupil-teacher ratio median	17	
G. Are the needs of foster care students being met? If not, what supports are 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 Hispanic population outperformed our non-Hispanic population in Level 4 on the English Language Arts Assessments and mirrored non-Hispanic students in Level 1 and Level 2.

		<ul style="list-style-type: none"> ● Our non-white population outperformed our white students in Level 4 of the English Language Arts Assessments and mirrored Level 2. There were 5% more non-white students in Level 1 and 12% fewer non-white students in Level 3 on the English Language Arts Assessments. ● Our non-white students outperformed white students in Level 4 on the English Language Arts Assessment. ● 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. ● There is a gap between Hispanic and non-Hispanic sub-populations on the Kansas Math Assessment. 8% of our non-Hispanic students were in Level 4, compared to 0% of our Hispanic in Level 4 on the Kansas Math Assessment. Hispanic students had 12% more in Level 1 on the Kansas Math Assessment. ● There were overall more non-white students in Level 4 and Level 1 on the Kansas Math Assessment. <p>Desired State: There would be no gaps in our sub populations.</p>
I. Is there a tiered system of support to target reading growth?	Yes	<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.● 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.● Fall/Winter/Spring PA (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. <p>Desired state:</p> <ul style="list-style-type: none">● We would like to have a progress monitoring checkpoint system for phonemic awareness,
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		<p>high frequency words, and phonics for grades 3-5 to ensure students have maintained skills from year to year.</p> <ul style="list-style-type: none"> ● 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 additional intervention teacher that serves only reading.
<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 students below grade level. ● Outcome Assessments include KS Assessment, Interim Assessment, Module Assessments. ● 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. ● 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 progress monitoring system for students that are not reaching grade level expectations in math.

		<ul style="list-style-type: none"> ● 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 Instruction.
K. Are there local assessments to measure reading growth?		<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 and writing assessment. <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.
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.

<p>M. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?</p>	<p>Yes</p>	<p>Current state:</p> <ul style="list-style-type: none"> ● We have an OSCAR Academy 2 days a week for math and reading. Students are identified based on assessment data and teacher input. <p>Desired state:</p> <ul style="list-style-type: none"> ● We would like to offer 4 days of OSCAR Academy. This would expand additional learning opportunities to 2 days for math and 2 days for reading. We would need staff to deliver instruction.
<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, which are processes for analyzing data. ● 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 December and February. <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 and aligned to the types of

		<p>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"> ● 28.64% of Heusner students are scoring at a Level 3 or 4 on the Kansas ELA Assessment. ● 36.11% of Heusner students are scoring at a Level 3 or 4 on the Kansas Math Assessment. ● 29.99% of Heusner students are scoring at a Level 3 or 4 on the Kansas Science Assessment. ● Heusner’s chronic absenteeism rate was 26.03% for the 2021-2022 school year. <p>Desired State:</p> <ul style="list-style-type: none"> ● Students will have the communication skills to achieve postsecondary success, as measured by a 20% increase in the number of students performing at a Level 3 or 4 (above grade level) on the Kansas Reading Assessment by 2027. ● Students will have the critical thinking skills to achieve postsecondary success, as measured by 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. ● 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. ● Students will have the social-emotional skills to achieve postsecondary success, as measured by a 25% decrease in the number of

		<p>social-emotional behavior offenses by 2027.</p> <ul style="list-style-type: none"> • 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/Spring (Winter for Tier 2 and 3 students).</p> <p>SAEBRS is given in the Fall, Winter, and Spring.</p> <p>Office Referral Data is also 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>
B. What are the targets/goals related to social/emotional growth?		<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.
C. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		<p>Current state: Heusner has on-site preschool and universal screener (ASQ).</p> <p>Desired state: A comprehensive screener given by staff, so that we know exactly where students are when they come in.</p>
D. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		<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 fall. This will</p>

		allow us to do some frontloading with students and parents.
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"> ● Oscar Academy is an after-school program offered 2 days a week for Math and Reading. ● 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 support continued summer learning and practice of skills.

		<p>Desired state:</p> <ul style="list-style-type: none"> ● We would like to provide 4 days of OSCAR Academy for Heusner students. ● We would like to tailor support for parents at home during the summer months to better meet students' needs.
B. Are there appropriate and adequate instructional materials?		<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. ● More Tier 2 and 3 Social-Emotional Resources.
C. Is current technology appropriate? If no, what technology is needed to support the curriculum?		<p>Current state:</p> <ul style="list-style-type: none"> ● i-Ready is very appropriate for math. <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.

Section 4: Educational Capacities (pursuant to K.S.A .72-3218)	Response	Description
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<p>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)</p>	<p>N/A</p>	
<p>B. Is every child in your school provided at least the following capacities?</p>		
<p>1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.</p>	<p>Yes</p>	<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% ● Fifth Grade: 52 out of 54 = 96% <p>Desired state: All students will be proficient and score at the level 3.</p>
<p>2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.</p>	<p>No</p>	<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"> ● Missing curricula and text resources for teaching, as well as time during the day.

<p>3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.</p>	<p>No</p>	<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"> ● Missing curricula and text resources for teaching, as well as time during the day.
<p>4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.</p>		<p>Current state:</p> <p>Zones of Regulation. Second Step. Morning meetings occur in every classroom each day; during morning meetings, teachers check in with students and teach lagging executive skills.</p> <p>Desired state:</p> <p>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>
<p>5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.</p>	<p>No</p>	<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:</p> <p>Increase the access for each classroom.</p>

<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.</p>	<p>No</p>	<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>
<p>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.</p>	<p>No</p>	<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. <p>Desired state: No desired state at this time.</p>

Section 5: Staff Needs	Response	Description
<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 2022-23 school year, we were unable to hire 1 certified position. We also hired 5 staff members that were not highly qualified for their positions. <p>Desired state:</p> <ul style="list-style-type: none"> ● We need Highly Qualified staff in all areas including special education and teaching positions.

<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.
<p>C. How many classified support staff are needed?</p>	<p>17</p>	<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.
<p>D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?</p>	<p>Yes</p>	<p>Current state:</p> <ul style="list-style-type: none"> ● Yes, although our librarian is not currently certified. <p>Desired state: All support staff will have the appropriate license.</p>
<p>E. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?</p>	<p>Yes</p>	<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. <p>Desired state:</p> <ul style="list-style-type: none"> ● Staff development is embedded during the day. ● 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, along with Kagan Coaching for application. ● Special education training for intensive special education programs.
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Section 6: Facility Needs	Response	Description
<p>A. Is there adequate space for student learning?</p>	<p>No</p>	<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	We would need additional classroom spaces created.
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/Group Conferences • Fall/Spring Parent Teacher Conferences • Parent Advisory Council • SITE Council • 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.
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>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.
C. Do you have an active Site Council?	Yes	<p>Current state:</p> <ul style="list-style-type: none"> ● We meet 6 times each school year. ● 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 ● SPS Chat with Mrs. Exline <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.

Section 8: School Data	Response	Description
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A. Building Attendance Rate		92.9%
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
<p>A. Based on the building leadership team’s analysis, what are the barriers your school faces with non-assessment related issues?</p>		<p>Current state:</p> <ul style="list-style-type: none"> We are seeing continued social-emotional needs from students. More 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. 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.
<p>1. Can these be achieved with additional resources?</p>	<p>Yes</p>	<p>Desired State:</p> <ul style="list-style-type: none"> Students need to be in small class sizes to meet the social-emotional needs of students.

		<ul style="list-style-type: none"> 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?		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.
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.		<p>Building response: All students will need to be able to read and comprehend grade level text.</p> <ul style="list-style-type: none"> On the 2022 KS ELA Assessment 29% of students scored at a level 3 or 4 (for the entire district, 28% scored at Levels 3 and 4; for the state, 40% scored at Levels 3 or 4). In the fall of 2022 on the Benchmark Assessment System, 67% of Heusner Students are Reading at Grade Level (for the entire district, 65.4% scored at grade level on the BAS in the fall). <p>Students need to be regulated in their executive state so that they can be ready to learn math and reading content.</p> <p>Students need to have stamina and be able to persevere through longer passages and through multistep problems.</p>

		<p>Access to universal preschool.</p> <p>All students reading at grade level by third grade.</p> <p>Students need to have multiple opportunities to take assessments on the computer.</p> <p>Students need to have stamina and be able to persevere through multistep problems, with multiple choice and multiple mark options.</p> <p>3rd-5th grade teachers need to administer the end of module assessments on the computer to practice online testing strategies.</p> <p>2nd grade teachers need to administer the end of module assessment at the end of the year for second grade.</p>
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