

# BUILDING NEEDS ASSESSMENT



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

Building Meadowlark Ridge Elementary School Grades Served PK-5

Section 1: Student Needs	Response	Description
A. Student Headcount	409	
B. Percentage of students with an active IEP	24.94%	
C. Percentage of students enrolled in English Language Learner (ELL) services	3.4%	
D. Percentage of students identified as At-Risk (Free lunch)?	30.56%	
E. Pupil-teacher ratio average	1 teacher to 19.68 students	
F. Pupil-teacher ratio median	1 teacher to 20 students	
G. Are the needs of foster care students being met? If not, what supports are needed?	No	<p>Students in foster care often move in and the school has no information on them. Who is the case worker? Who is the educational advocate? Do the biological parents still have rights, or have they been severed? What is their history and experience with trauma? Do they have an IEP? What services were they receiving at their other school?</p> <p>We'd like to have all the above information before the student moves in. Having this information helps us to better make a successful plan for the child. Phone</p>

		<p>numbers aren't always on caseworkers' forms. Biological parents' names aren't always disclosed. This makes getting paperwork signed difficult when they are still the legal guardians.</p>
H. Are there gaps in student success among race/ethnicity student subgroups?	Yes	<p>State assessment results from last year show that white students scored better overall than non-white, Hispanic, and African-American students.</p>
I. Is there a tiered system of support to target reading growth?	Yes	<p>We have an At-Risk reading teacher who teaches reading intervention groups. Due to the schedule, she's only able to see 5 grades per day. She is not able to see 5th grade this year. To date, she sees 46 students per day during small group interventions and tutoring slots.</p> <p>We have an interventionist that teaches small group math and reading, as well as tutors students. She sees 41 students per day.</p> <p>We also have a Roving Teacher who is able to work with small groups and individually when he is not subbing. He sees 18 students per day when he's not pulled to sub.</p> <p>All 3 teachers work with many students throughout the day and are able to increase scores and confidence.</p> <p>Once ESSER funding is complete, we'd like to be able to maintain the 2 extra interventionists that we have hired. Only having 1 for reading makes appropriate interventions very difficult to do for all the students</p>

		who need it. It also takes away any math support that we have.
J. Is there a tiered system of support to target math growth?	Yes	<p>We have an interventionist that was hired with ESSER money. She teaches small groups in math and reading, as well as tutors students during the day.</p> <p>Our roving sub was also hired with ESSER money. He also works with small groups and tutors when he is not subbing.</p> <p>Before this, we had no math interventionists. We'd like to be able to maintain these 2 positions to continue with interventions after ESSER. We'd also like to have a full-time math coach. There are only two schools in Salina that don't have full-time math coaches. Our math consultant teaches 5th grade and is not able to provide all the support that our teachers and students need.</p>
K. Are there local assessments to measure reading growth?	Yes	BAS, i-Ready Diagnostic, RDA, FastBridge, Into Reading module assessments.
L. Are there local assessments to measure math growth?	Yes	i-Ready Diagnostic, Eureka math assessments.
M. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Arts Infusion Program, Kansas Kids Fitness Day, Assemblies, Field Trips, Stiefel Theatre, Community Theatre, William Allen White Trip, Mr. Beach.
N. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		<p>Staff participated in a Fishbone Activity/5 Whys to find the root causes of state assessment scores. School Improvement decided the following were the next steps to take:</p> <ul style="list-style-type: none"> <li>• Allowing teachers the flexibility to take longer and re-teach concepts as needed.</li> </ul>

		<ul style="list-style-type: none"> <li>● We began doing interims for state assessments this year. This helps students become familiar with the format. It also gives teachers an idea of what they need to re-teach.</li> <li>● The new Into Reading assessments are similar to the state assessments.</li> <li>● Our new reading curriculum aligns more to the state assessment format. We are building skills by allowing students to struggle on passages before we intervene so this helps them prepare for the state assessment.</li> </ul>
<p>O. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</p>	<p>Yes</p>	<p>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 Math Assessment by 2027.</p> <p>Students will have the critical thinking skills to achieve postsecondary success, as measured by an 8% decrease in the number of students performing at a level 1 (below grade level) on the Kansas Math Assessment by 2027.</p> <p>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.</p> <p>Students will have the communication skills to achieve postsecondary success, as measured by a 10%</p>

		decrease in the number of students performing at a level 1 (below grade level) on the Kansas Reading Assessment by 2027.
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Section 2: State Board of Education Outcomes	Response	Description
A. How is social/emotional growth being measured?		SAEBRS (Social-Emotional survey that teachers rate each student on), 3 times per year. Goals set by the counselor and social worker. Pre/post tests for each skill that the groups focus on. Chronic absenteeism and discipline referrals will also be monitored.
B. What are the targets/goals related to social/emotional growth?		<p>Students will have the social-emotional skills to achieve postsecondary success, as measured by a 10% decrease in the number of behavior offenses by 2027.</p> <p>Students will have the social-emotional skills to achieve postsecondary success, as measured by an 8% decrease in the number of students who are chronically absent by 2027.</p>
C. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		ASQ, 2 preschool sessions offered at MLR, Kindergarten Camp; any child who is 5 years old can come to kindergarten.
D. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		<p>We'd like all students to have completed preschool.</p> <p>We'd like the ASQs to show that the majority of students appear to be developmentally on schedule. Teachers have conversations about students after the ASQ and Kindergarten Camp is complete.</p> <p>100% of students completed the ASQ.</p>

E. How are successes of Individual Plans of Study being measured?		NA
F. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		NA
G. How are you ensuring students are civically engaged?		Pledge of Allegiance, Constitution Day, Veteran's Day program, service projects (Food Bank, Love Chloe, etc.).

<b>Section 3: Curriculum Needs</b>	<b>Response</b>	<b>Description</b>
A. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		Before and After School Tutoring and Jumpstart (review of skills first 4 weeks of school) through ESSER funds, Summer School for students who qualify, gifted services, field trips.
B. Are there appropriate and adequate instructional materials?	No	We have plenty of instructional materials for general education students (Into Reading, Guided Reading, Eureka Math). We need more time and materials for science and social studies. We need more modified curriculum and resources for special education students.
C. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	One-to-one Chromebooks for each student. Promethean Boards. Elmos. Not every student has internet access and we have no way of helping families get that anymore.

<b>Section 4: Educational Capacities (pursuant to K.S.A .72-3218)</b>	<b>Response</b>	<b>Description</b>
A. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of	Yes	N/A

education are taught. (only if building serves Grades 10-12)		
<b>B. Is every child in your school provided at least the following capacities?</b>		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	Into Reading for ELA. Our new reading curriculum focuses a lot more on grammar and writing than it used to. Eureka math. One-to-one Chromebooks used daily.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	No	Studies Weekly for Social Studies class every other week.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	No	Constitution day. Studies Weekly for Social Studies class every other week.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Second Step counseling once a week for all students. Zones of Regulation. Case managers and therapists work with students at the school. Full-time counselor and social worker that works with students. Staff Wellness fund. Social Committee. The district offers EPA.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	Every student gets music every other day. 4th and 5th graders can do Orchestra or Band. Ukulele club. Field trips to Salina Community Theatre and the Stiefel Theatre. 1st-5th grades have art once per week.
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	Field trips. Social-emotional life skills.
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.	No	Field trips. Social-emotional life skills.

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>We have 3 certified interventionists. Two are paid for with ESSER funds. We'd like to maintain these positions after the funding is gone. Each instructional assistant provides small group assistance in math and reading, as well as tutoring.</p> <p>Students will not be able to receive the small group math services if the extra 2 instructional assistants are taken away. With 1 instructional assistant, we are only able to provide 5 small group sessions.</p> <p>We were able to hire a full-time social worker with ESSER funds as well. She works with students in small groups and one on one. Our counselor is unable to work with all students who have social-emotional needs.</p> <p>Last year, we lost a special education teacher. We are feeling the effects of that this year. Our 2 special education teachers have high caseloads with a mixture of resource and self-contained students.</p> <p>Behaviors are also at an all-time high. There are not enough Paraprofessionals to work with the students who need it. IEP services are not always being met.</p> <p>Our EBD (Emotional Behavior Disability) social worker was reduced to 2 days a week instead of full-time. This has significantly impacted our EBD program.</p>



B. How many classified support staff are currently employed?		2 Instructional Assistants (1 position is not filled). 17 Paraprofessionals (1 position is not filled).
C. How many classified support staff are needed?		We need at least 3 paras in each EBD classroom. There have been 2 in each room for the last 17 years. Needs and numbers have increased—which means our number of staff needs to increase. We have at least 4 other students in our special education classrooms that need one-on-one paras and do not have them.
D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	Yes for now. We would like to maintain our full time social worker once ESSER funding is gone. We'd also like our full time EBD social worker back.
E. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Our Literacy Coach is trained and does a great job of providing data, instructional leadership, and PD during PLCs and in-services. We do not have a full-time math coach. Our math coach also teaches full-time. The principal and Lead Teacher are trained but don't always have the time to provide instructional leadership.
F. What staff development is necessary for teachers to support student success and meet the school improvement goals?		Our staff needs extensive training on differentiated instruction, as well as handling social-emotional needs in the classroom.  Currently we are focusing on Belonging, Zones of Regulation, Collaborative Problem Solving, and our new reading curriculum.

Section 6: Facility Needs	Response	Description
A. Is there adequate space for student learning?	Yes	Classrooms are appropriate sizes. There is one classroom not being used.

B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	Yes	It would be ideal for both EBD rooms to have safe rooms within those rooms.
C. Are additional School Buses needed or any additional Routes needed?	Yes	We often need more buses and more drivers, especially for special education students. The regular buses are usually packed 3 to a seat. There are many discipline issues on a bus this big.

<b>Section 7: Family Needs/Community Relations</b>	<b>Response</b>	<b>Description</b>
A. Do you have regular events to engage parents with teachers?	Yes	Conferences, Meet the Teacher Night, Fun Night, Color Run, BINGO, Cookies with Santa, PTO, Site Council.
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?		Parent Conferences, reading and math newsletters, resources given to parents as needed, ideas given to parents during GEIP meetings.
C. Do you have an active Site Council?	Yes	We meet once a month.
D. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	PTO meets once a month.
E. What types of communication exists with families? Is it adequate?	Yes	Monthly newsletter, updated web page, email, notes home, phone calls, texts through School Messenger.
F. What types of communication/social media exists with your community? Is it adequate?		Facebook, Web page.

<b>Section 8: School Data</b>	<b>Response</b>	<b>Description</b>
A. Building Attendance Rate		93.1%
B. Building Chronic Absenteeism Rate		18.4%
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		NA
2. What is our building dropout rate?		NA
3. What is our average comprehensive ACT score?		District 19.8

<b>Section 9: Other Data</b>	<b>Response</b>	<b>Description</b>
A. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		Some of our primary classes are too big. We have 20 and 21 in each kindergarten class, 19 in each first grade class, and 19/20 in each 2nd grade class. We need more support staff and one-on-one help for students with disabilities.
1. Can these be achieved with additional resources?		Yes.
2. Why or why not?		More teachers and paras can help with individual needs, as well as smaller class sizes.
B. Additional building unique items:		We have the EBD program. Students with the most severe mental health and behavior needs from 12 districts come to us. This program needs more support from the local special education cooperative (EBD social worker full time, more highly trained paras, more PD, more funding).

<b>Section 10: Building Barriers Statement</b>	<b>Response</b>	<b>Description</b>
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>More staff so each grade level can have 4 sections.</p> <p>Continue with a full time social worker (ESSER).</p> <p>Continue with 2 interventionists (ESSER).</p> <p>More buses.</p> <p>Bring back a full time EBD social worker.</p>

