

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: Salina Public Schools	Bldg #	Grades Served:
School: Cottonwood Elementary	3020	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs	Notes	
a. Student Headcount	390	
b. Percentage of students with an active IEP	35%	
c. Percentage of students enrolled in English Language Learner (ELL) services	11%	
d. Percentage of students identified as At-Risk (Free lunch)?	67%	
e. Pupil-Teacher Ratio Average	20.0	
f. Pupil-Teacher Ratio Median	20.0	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	MTSS guided reading, pull-out for math, and reading for those students who are not on grade level.
j. Is there a tiered system of support to target math growth?	Yes	Small group and intervention
k. Are there local assessments to measure reading growth?	Yes	RDA, BAS, Dibels and formative assessments
l. Are there local assessments to measure math growth?	Yes	iReady and formative assessments
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Tutoring before school for identified students.

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n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data is an overarching piece of data; from that data, we drill down. All students participate in taking the iReady diagnostic, which creates an individualized adaptive learning path for students in reading and math. Students complete specific iReady modules at least 45 minutes in both reading and math each week. All students are placed in tiered groups for reading instruction five days a week based on Benchmark Assessment Scores (BAS). Day one is specific to skills needed to build on the remaining four days of guided reading instruction. Students not meeting BAS benchmark criteria are referred to the Student Support Team. Students referred receive individual or small group tutoring throughout the day with Title or intervention instructors.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	From the assessment scores we focus on improving specific skills on those areas.
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition		Notes
a. How is social/emotional growth being measured?	Teacher rating scale	District-developed non-academic report card, building-developed rating scale (based on the SECD standards and aligned with CASEL standards). Students are rated in the areas of self-awareness, self-management, social awareness, relationship skills, responsible decision-making, time management, organization, and independent work.

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b. What are the targets/goals related to social/emotional growth?	Students need to be in Level 3 or Level 4.	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ screener for all incoming kindergarten students.	We are a public school and take all students meeting Kansas statute age requirements. We assess after the first nine weeks to determine areas of need.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		We have identified quarterly goals based on Fountes and Pinnell reading levels. Assessments take place during the second quarter. We would like all students to be at Level A, beginning reading level. During third quarter, the expectation increases to Level B. Students not meeting this level are grouped by instructional level to receive strategic instruction. Fourth quarter expectations are Level C. Students not meeting benchmark are identified and grouped to receive strategic or intensive instruction to fill gaps.
e. How are successes of Individual Plans of Study being measured?	Students in K-5 do not have Individual Plans of Study (IPS); however, each student's academic growth is closely monitored in English Language Arts and math in order to ensure students are making gains.	Students receive progress monitoring weekly or bi-weekly based on identified needs/level of performance; i.e. Tier 2 or Tier 3. Teachers meet weekly in PLC meetings to review data.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	

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<p>g How are you ensuring students are civically engaged?</p>	<p>Building-level service projects</p>	<p>Cottonwood students raised money for St. Jude Research Hospital in the fall. Students received food donations and delivered to the Salina Food Bank. Kindergarten students made pictures to take to a local nursing home. The principal provides a lesson each year to all students on Constitution Day. Students sent thank you notes to hospital employees throughout the pandemic. Lessons were required in all classrooms for 9/11 and Veteran's Day.</p>
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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		ESSER funds have allowed us to offer four weeks of before-school instruction to students returning who left with identified learning gaps from their end-of-the-year assessment. These classes are offered by certified instructors. USD 305 has a summer school program for students meeting identified criteria.
b. Are there appropriate and adequate instructional materials?	Yes	The addition of Reading A-Z, as well as the use of iReady, has been very helpful in meeting students' individual needs.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	We have 1:1 Chromebooks.
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the	Yes	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly <u>changing civilization.</u>	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed <u>choices.</u>	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	

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4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Students engage in social-emotional learning each day during our morning meetings, called Community Time, which is led by their teacher. They also have counseling sessions bi-weekly through the Second Step curriculum with the counselor.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	Grades 1-5 have art weekly, music classes for K-5 is 50 minutes weekly, and many opportunities are embedded in to daily classroom instruction with community supports such as the Arts Infusion program.
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 <u>intelligently</u> .	Yes	For what would be considered adequate at the elementary level.
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	

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SECTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	
b. How many classified support staff are currently employed?	20 paraprofessionals and 9 instructional assistants	
c. How many classified support staff are needed?		Additional assistance for K/1 and special education.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	Using the ESSER funds to fund an additional two certified teachers and three instructional assistants to help students reach grade level expectations.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Continued support in English Language Arts, math, and meeting social-emotional needs of students.	Two staff members were trained in Project Based Learning (PBL) this past year; this is something we will continue to grow in as a building.
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	
c. Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations		Notes

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a. Do you have regular events to engage parents with teachers?	Yes	PTO-sponsored events such as BINGO and marathon nights. School-organized music programs, awards assembly, honor's night, open house, wax museum night, poetry slam, and special guests from the community presenting to classrooms were also held.
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?		Our school social worker has met with a few parents on an individual basis. She has also referred parents to CAPS' offerings.
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	
e. What types of communication exists with families? Is it adequate?	Yes; via paper, email, Skylert text (School Messenger), phone calls	
f. What types of communication/social media exists with your community? Is it adequate?	Yes; via Twitter, school and district websites	

SECTION 8: School Data		Notes
a. Building Attendance Rate	93.7%	
b. Building Chronic Absenteeism Rate	21.7%	
c. District Chronic Absenteeism Rate	19.6%	
d. District Graduation Rate	90.8%	
e. District Dropout Rate	1.2%	

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate		
b. What is our building dropout rate?		
c. What is our average comprehensive ACT score?		

SECTION 9: Other Data		Notes
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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>Cottonwood is 35% special education.</p>	<p>Staffing with special education paraprofessionals, finding individuals. and then another layer, finding individuals that are considered experienced and highly qualified, staffing with qualified substitutes, students' social-emotional needs, behavior, meeting students' special education needs, i.e. autism, emotional disability, mental health, and teacher retention.</p>
<p>1. Can these be achieved with additional resources?</p>	<p>Yes</p>	
<p>2. Why or why not?</p>		<p>Reducing class size would lighten the load on teachers, spreading the behaviors out and allowing the teacher to provide specific feedback in the moment and provide explicit instruction, whether academic or social-emotional. This would support teachers and increase teacher retention in the long run. The increased number of students identified with IEPs and needing special education support due to anxiety, behaviors, emotional stability, and autism has had a tremendous impact on the special education teacher(s). Special education caseloads may appear small, which results in a reduced allocation of teachers, but levels of needs are increasing.</p>

b. Additional building unique items: