

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

<b>District:</b> Salina Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Heusner Elem	2994	PK, K-5

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 1: Student Needs		Notes
a.	Student Headcount	393
b.	Percentage of students with an active IEP	22%
c.	Percentage of students enrolled in English Language Learner (ELL) services	3%
d.	Percentage of students identified as At-Risk (Free lunch)?	41%
		Forty-one percent is not an accurate reflection on our at-risk students. Using the at-risk criteria, we identified 58% of our students at-risk based on the state's at-risk criteria.
e.	Pupil-Teacher Ratio Average	18.0
f.	Pupil-Teacher Ratio Median	18.0
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 for reading - guided reading model
j.	Is there a tiered system of support to target math growth?	Yes
		We use iReady math data to identify holes and provide intervention.
k.	Are there local assessments to measure reading growth?	Yes
		RDA, BAS, Dibels
l.	Are there local assessments to measure math growth?	Yes
		iReady
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes
		OSCAR Academy after-school program

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

<b>District:</b> Salina Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Heusner Elem	2994	PK, K-5

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

n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	At Heusner we have a tiered system of support for math and reading. Students are assessed and holes are identified. Teachers use assessment data to pinpoint instruction, filling in learning gaps and helping students not only make annual growth, but make catch-up growth. Students needing additional supports were identified for Oscar Academy where they could get additional tutoring after school from a certified teacher in either math or reading and in some cases both.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	State assessment data is an overarching piece of data. From that data we drill down using more specific data to pinpoint instructional needs of students. We are using iReady for Math and BAS, Dibels, and RDA for reading as tools for identifying lagging skills. The goal is to build solid readers and mathematicians that will be able to transfer the learning to state assessments. Students are given small group instruction at their level in both math and reading to ensure all students are learning and growing.
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition</b>			<b>Notes</b>
a.	How is social/emotional growth being measured?	SRSS screener; executive skills screener	The SRSS screener is given three times during the school year. This year we also started using an executive skills assessment to identify lagging skills and ensure that we are teaching those skills.

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

<b>District:</b> Salina Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Heusner Elem	2994	PK, K-5

Please consider the following questions as you complete the needs assessment for your building.			
b.	What are the targets/goals related to social/emotional growth?	Each student will leave K-12 with the social and emotional skills to be successful in his/her post-secondary goals.	Teachers are identifying lagging executive skills (response inhibition, emotional control, flexibility, sustained attention, working memory, task initiation) and then identifying whole class needs, as well as <u>small group needs</u> .
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ screener	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)	ASQ	We have identified quarterly goals based on Fountes and Pinnell reading levels. Assessments take place during 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 at K-5 currently do not have Individual Plans of Study; however, each student's academic growth is closely monitored in both reading and math in order to ensure students are making gains.	Building-level diagnostic measures in which students receive progress monitoring weekly or biweekly based on identified needs/levels of performance; i.e. Tier 2 or Tier 3.
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		

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

<b>District:</b> Salina Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Heusner Elem	2994	PK, K-5

Please consider the following questions as you complete the needs assessment for your building.		
g	How are you ensuring students are civically engaged?	Building-level service projects  We have whole group reading units at each grade level that are focused on teaching about government/civics. In addition, students at Heusner do some kind of community service project.
SECTION 3: Curriculum Needs		Notes
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	OSCAR Academy (after-school learning program; summer school)
b.	Are there appropriate and adequate instructional materials?	Yes
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes
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 changing civilization.	Yes
	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

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

<b>District:</b> Salina Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Heusner Elem	2994	PK, K-5

Please consider the following questions as you complete the needs assessment for your building.		
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Students engage in social-emotional learning in morning meetings. They also have Second Step lessons biweekly led by their social-emotional leader.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	Students have art one time a week. We also have many community connections. Teachers can sign up for Arts Infusion opportunities.
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	Yes, for what can be done 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	
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?	No	This year, we had two special education teachers who were working on their special education certification and not considered highly qualified. The librarian was also working on their teaching license and will begin working on their library certification for the 2022-23 school year. In addition, we have one teacher working on their teaching license through the TAP program at Wichita State University.
b. How many classified support staff are currently employed?	15	

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

<b>District:</b> Salina Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Heusner Elem	2994	PK, K-5

Please consider the following questions as you complete the needs assessment for your building.			
c.	How many classified support staff are needed?	18	We have four instructional assistants for each kindergarten classroom. We need two additional paraprofessionals in our special education classrooms. We need an additional instructional assistant for small group instruction during tiered support time.
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	We are working on getting our library media specialist certified.
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 reading staff development sessions. We are seeing more students coming to school with lagging executive skills. So, it is imperative that we continue to provide training on behavior management and meeting the social-emotional needs for students as learners in the classroom	We are bringing groups of new teachers on board. As we see more new staff, we are needing to go back and provide entry-level training in reading, math, and social-emotional supports for students.
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?	Yes	
c.	Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations			Notes
a.	Do you have regular events to engage parents with teachers?	Yes	Parents visit math classroom, authentic presentations, math and reading nights, family marathon night, and family STEM day.

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

<b>District:</b> Salina Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Heusner Elem	2994	PK, K-5

Please consider the following questions as you complete the needs assessment for your building.		
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 social-emotional team provides parent nights; this year, the parent nights were around executive skills.
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 We have weekly newsletters and use Facebook and Twitter accounts to communicate with parents.
f.	What types of communication/social media exists with your community? Is it adequate?	Facebook, Twitter
<b>SECTION 8: School Data</b>		<b>Notes</b>
a.	Building Attendance Rate	94.7%
b.	Building Chronic Absenteeism Rate	13.4%
c.	District Chronic Absenteeism Rate	11.5%
d.	District Graduation Rate	90.8%
e.	District Dropout Rate	1.2%
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>		<b>Notes</b>
a.	What is our building graduation rate	
b.	What is our building dropout rate?	
c.	What is our average comprehensive ACT score?	
<b>SECTION 9: Other Data</b>		<b>Notes</b>

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

<b>District:</b> Salina Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Heusner Elem	2994	PK, K-5

Please consider the following questions as you complete the needs assessment for your building.			
a.	Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Barriers that we face at Heusner include staffing issues. We are seeing a lack of highly-qualified teachers in both special education and regular education. There is a lack of substitutes, causing teachers to cover for each other which is creating teacher burnout. We are seeing more students with lagging social-emotional skills. We are seeing more than ever a need for social-emotional groups and mental health supports. The stress of the pandemic on families can also be seen on the students that arrive at	
	1. Can these be achieved with additional resources?	Yes	In our kindergarten classrooms this year, we reduced class size and students and teachers benefited. Reducing class size would lighten the load on teachers. Teachers are better able to give the attention and support students need. It allows for us to spread the behaviors out while allowing the teacher to provide explicit instruction, whether academic or social-emotional. Smaller classes could increase teacher retention. 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).



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

<b>District:</b> Salina Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Heusner Elem	2994	PK, K-5

Please consider the following questions as you complete the needs assessment for your building.		
	2. Why or why not?	Reducing class size would lighten the load on teachers resulting in spreading behaviors out. This would allow teachers to provide explicit instruction, whether for academics or social-emotional. Teachers would provide specific feedback.
b.	Additional building unique items:	