

## 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> Oakdale Elementary	3002	PreK - 5th

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

SECTION 1: Student Needs	Notes
a. Student Headcount	273 students
b. Percentage of students with an active IEP	41.5%
c. Percentage of students enrolled in English Language Learner (ELL) services	7.5%
d. Percentage of students identified as At-Risk (Free lunch)?	66.5% Free and reduced percentage is 88.1%.
e. Pupil-Teacher Ratio Average	14.8 (District)
f. Pupil-Teacher Ratio Median	
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 Gaps seen for Hispanic subgroup.
i. Is there a tiered system of support to target reading growth?	Yes
j. Is there a tiered system of support to target math growth?	Yes
k. Are there local assessments to measure reading growth?	Yes
l. Are there local assessments to measure math growth?	Yes
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes Trips to Smoky Hill Museum, The Stiefel, and community theater help to support this. Oakdale's after-school program helps to support these opportunities.

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**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?	Grade-level, homeroom, and individual student goal setting instruction focused on grade-level standards, vertical and horizontal alignment of curriculum, targeted intervention groups to support student learning, data review with multiple stakeholder groups (certified staff, classified staff, building and district leadership, and parents).	
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	In progress	These will be set with staff and leadership teams in the fall as we look to analyze the data patterns over the past four years to accurately set goals to reflect the students enrolled.

**SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition**

		<b>Notes</b>
a. How is social/emotional growth being measured?	Building and district levels	Current data used at building level is SRSS, office referral data, non-academic skills reporting on grade cards, and data kept by our student support personnel (counselor, social worker, family support specialist) regarding students served.
b. What are the targets/goals related to social/emotional growth?	Students will have the social-emotional skills to be successful in their post-secondary goals, as measured by a 5% decrease of social-emotional behavior offenses every year during the accreditation cycle.	Oakdale's goals are to decrease office referrals, increase the percentage of student in Tier 1 for internal and external regulation as seen by SRSS data, and have students scoring at a Level 3 or Level 4 in all areas as assessed by the non-academic skills reported on grade cards.

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c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Data that is analyzed include: ASQ, BAS, RDA (phonics, phonemic awareness, and high frequency words), and iReady math diagnostic.	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Students will be socially, academically, emotionally, and behaviorally ready for kindergarten as measured by a 6% increase of parents reporting "no concern" for both the ASQ-SE2 and the ASQ-3 by the end of the accreditation cycle.	
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?	Social studies curriculum for K-5 students, English Language Arts curriculum that integrates social and civic concepts and opportunities, student leadership groups, and service oriented projects that tie into.	

**SECTION 3: Curriculum Needs**

		<b>Notes</b>
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before- and after-school 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	

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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)	N/A	
c. 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.	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	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
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	

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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	
<b>SECTION 5: Staff Needs</b>		<b>Notes</b>
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?	17	
c. How many classified support staff are needed?	2 vacancies to fill	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
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?	Strategies for instruction and support of student success in the following areas: social-emotional needs of students at all tier levels, English Language Arts needs of students at all tier levels, math needs of students at all tier levels, and project-based learning for students across all content areas.	

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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
a. Do you have regular events to engage parents with teachers?	Yes	
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?	Math and reading nights, individual conferences between parent and teacher, Student Improvement Team meetings, access to district-created resources for use of technology.	
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?	Communication with families is adequate. Oakdale uses a variety of methods to communicate regularly with families including email, phone calls, notes/letters home, newsletters (school and classroom), school website, Skylert and Skyward messaging for mass emails/texting, in-person meetings, Zoom meetings, and family engagement events.	
f. What types of communication/social media exists with your community? Is it adequate?	Communication with the community is adequate. Community communication occurs through the following methods: Facebook, Twitter, school and district websites, flyers, news postings, and site council meetings.	
SECTION 8: School Data		Notes
a. Building Attendance Rate	93.6%	

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b. Building Chronic Absenteeism Rate	25.2%	
c. District Chronic Absenteeism Rate	19.6%	
d. District Graduation Rate	90.8%	
e. District Dropout Rate	1.4%	

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

<b>SECTION 9: Other Data</b>		<b>Notes</b>
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Gaps in academic and social-emotional skills created by the COVID-19 pandemic, challenges created by students who come to us from at-risk backgrounds, and recruitment and retention of staff (certified and classified).	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	With additional resources, we would be able to address the needs of our students. Additional funding, partnerships, and collaboration would aid in our ability to overcome the barriers our students are facing.	

b. Additional building unique items: