

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

District: Salina Public Schools	Bldg #	Grades Served:
School: Schilling Elementary	3008	K,1,2,3,4,5,S3,AR,PK,A3

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

SECTION 1: Student Needs		Notes
a. Student Headcount	374	
b. Percentage of students with an active IEP	26%	
c. Percentage of students enrolled in English Language Learner (ELL) services	27%	
d. Percentage of students identified as At-Risk (Free lunch)?	62.2%	
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 guided reading
j. Is there a tiered system of support to target math growth?	Yes	Small group and interventions
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	After-school program - Owl Academy

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n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	We look at not only state assessment data, but also local assessments. With the assessment data, we use it to determine what students get extra instruction with our intervention teachers. We determine what interventions need to be put in place through our SIT team. We also look at iReady math and reading scores to find holes in student learning so that teachers can provide targeted instruction in both small group reading and small group math.
o. Are there set targets/goals to move students out of	Yes	
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	
b. What are the targets/goals related to social/emotional growth?	We look at individual students through trackers.	State social-emotional standards are rated by individual teachers and put in Mastery Connect. We do this four times a year to set building goals as well as individual grade goals. Responsible decision-making is generally our lowest score that we continue to try and improve on. Individual students that score 1's and 2's go through our SIT team for extra interventions. These interventions can include extra breaks, interventions from the classroom teacher, pullout from counselor, group or individual sessions with our social worker, and even extra outside interventions through various resources.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ Screening	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.

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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 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; 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.
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?	Building-level service projects	Each grade level incorporates some kind of education or civic project into their instruction through units that focus on government and civic duty. Our librarian does an activity where students get to vote to show the importance of civic responsibility. We started a student council this year that created a student voice in our school. Students in PreK-5 participated in Project Salina, which collects macaroni and cheese for the community.

SECTION 3: Curriculum Needs	Notes
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a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	After-school program	We had an after-school program this year that ran September through March, four days a week. We also provided summer math and reading materials for students to help prevent summer slides.
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	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 following		
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	Students engage in social-emotional learning each day during morning meeting, led by their teacher. They also have counseling sessions with the Second Step curriculum with the counselor bi-weekly.

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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 (K-5 is 50 minutes weekly), and many opportunities are embedded into daily classroom instruction with community supports.
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	
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	I had a PE teacher this year who taught special education and is taking classes to get their degree. Finding special education teachers continues to be a challenge.
b. How many classified support staff are currently employed?	2.5 ESL paraprofessionals; 9 special education paraprofessionals	
c. How many classified support staff are needed?	We are short two special education paraprofessionals.	
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	

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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.	
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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?	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
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 SIT team sends home information to parents that help students with homework.
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; email, Skylert text (School Messenger), phone calls, planners sent home from teachers, as well as newsletters from individual staff members.
f. What types of communication/social media exists with your community? Is it adequate?	Yes; Facebook, school website, district website

SECTION 8: School Data	Notes
a. Building Attendance Rate	93.3%
b. Building Chronic Absenteeism Rate	23.6%
c. District Chronic Absenteeism Rate	19.6%
d. District Graduation Rate	90.8%
e. District Dropout Rate	1.2%

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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
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Staffing with special education paraprofessionals; finding experienced and highly qualified staff, staffing with qualified substitutes, students' social-emotional needs (behavior, meetings), students' special education needs; i.e. autism, emotional disability, mental health, and teacher retention.
1. Can these be achieved with additional resources?	Yes
2. Why or why not?	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. 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. Additional training for staff to deal with students who have disruptive behaviors in the classroom would also be helpful.
b. Additional building unique items:	