

## 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> Salina South Middle School	<b>3024</b>	<b>6-8</b>

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 1: Student Needs		Notes
a. Student Headcount	846	
b. Percentage of students with an active IEP	22%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.06%	
d. Percentage of students identified as At-Risk (Free lunch)?	45%	
e. Pupil-Teacher Ratio Average	15.3	
f. Pupil-Teacher Ratio Median	17.0	
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	Students who are two or more grade levels behind in reading are offered an intensive reading class. Students take a diagnostic assessment at the beginning and end of each semester to determine their reading level. Students are progress monitored over the course of each semester to determine reading growth. Students who are above grade level are offered an advanced reading course.
j. Is there a tiered system of support to target math growth?	Yes	We utilize the iReady diagnostic assessment to determine students who need additional math support. Students who are deemed below grade level based on the diagnostic are offered a math intervention course in which we utilize the iReady prescription pathway based on where student abilities lie. This class would be in addition to their required math course.

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k. Are there local assessments to measure reading growth?	Yes	We use ACT Aspire and next year we will use FastBridge. Students in intensive reading are BAS tested three times a year.
l. Are there local assessments to measure math growth?	Yes	We use iReady and students are assessed three times a year.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Students have the availability to attend our after-school program throughout the school year. In addition, we also offer student supports during the school day with academic interventionists. These students have the ability during one class period to focus on assignments and activities they need to complete from their core math, reading, English and science classes. We also offer a month-long summer school program.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	We are continuing to implement programs to help students maximize their scores. In addition to our core curriculum, students may be enrolled in intensive reading if they are two or more grade levels behind in reading and math foundations, if it is determined that the student has significant gaps in their conceptual understanding of mathematics. We also offer after-school tutoring, a student academic support program during the day, as well as summer school to continue to maximize our student assessment scores.
o. Are there set targets/goals to move students out of	Yes	

<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star</b>	<b>Notes</b>
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a. How is social/emotional growth being measured?	SAEBRS screener, Second Step character education lessons and assessments	SMS currently utilizes the Second Step program to measure social-emotional growth for students. During the 2022-23 school year, SMS will be implementing the SAEBRS screener to measure social-emotional growth. Our building discipline data is reviewed monthly by our building leadership and administrative teams. We identify areas of concern and develop lessons to negate those areas for staff. We also collect bullying and harassment reports to ensure that we are addressing any student concerns.
b. What are the targets/goals related to social/emotional growth?		Our top three goals related to social-emotional learning focus on responsible decision-making, developing executive skills, and treating all individuals with respect, dignity, and belonging.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A	

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<p>e. How are successes of Individual Plans of Study being measured?</p>		<p>We offer a career and life planning class that is a requirement for all 8th grade students. In this class, students develop and begin implementing their Individual Plans of Studies. In the 6th and 7th grades, students begin learning the basics of the IPS and taking career interest surveys in their social studies classes. We utilize Xello as our Individual Plan of Study provider. SHS counselors will visit with each career and life class and pre-enroll them into classes in high school based on their Individual Plans of Study. We also hold a parent enrollment night in January so parents are made aware of course offerings at the high school level.</p>
<p>f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)</p>	N/A	
<p>g How are you ensuring students are civically engaged?</p>		<p>We teach civic content in our 6th and 7th grade social studies classes as well as our 8th grade history classes. We also have a very active Student Council that develops student-based activities and works closely with community civic organizations. Civic engagement is a vital component of the IPS process and, through this, our students visit with community groups throughout the school year to focus on volunteerism and donation. We also partner with the community on different academic opportunities such as the Salina "Cultural Crawl" where students visit the community and learn about the arts and different cultures.</p>

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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		We offer an after-school program Monday through Thursday each week of the school year and serve approximately 60-75 students on a daily basis with 10 certified and three classified staff providing instructional support. We offer a summer school program at our high school for 20 students at each grade level. The summer school focuses on Project Based Learning, math, reading and imbeds a social-emotional componenet.
b. Are there appropriate and adequate instructional materials?	Yes	We have hard copy textbooks for each course and digital textbooks for many of our courses. In addition, we supplement our curriculum with many resources provided by the school district.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	All of our students are equipped with a Chromebook. Staff members are equipped with a laptop, Chromebook, and a promethean board or smart projector. We have document cameras available for teacher checkout
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)	Yes	
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	We teach written and verbal communication skills in our English and reading classes. We also reinforce those skills through Project Based Learning in our other courses.

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2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	We teach economics, social and political curriculum in our 6th and 7th grade social studies classes, as well as our 8th grade history course. Students are also exposed to this material in our English and reading courses.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	Our 6th grade social studies' curriculum focuses on ancient world civilizations and the governmental processes that led those societies. In 7th grade, students are exposed to Kansas History, there is a governmental piece embedded in that curriculum. In the 8th grade, students are exposed to how our federal government operates.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Students are required to take a full year of physical education in the 6th grade and a semester in the 7th and the 8th grade. In the 8th grade, students are also exposed to sexual education. We offer many mental supports in our building through our relationship with our mental health provider, Central Kansas Mental Health. Qualifying students can receive case management and therapy during the school day. In addition, we have a counselor at each grade level and a social worker to provide mental wellness supports.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	We offer a robust music program which includes, general music, vocal, band, orchestra and guitar. We also offer art at each grade level as an elective.

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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	Grade 8 students are required to take career and life planning as a semester class. In this class, students continue to develop their Individual Plans of Study and are exposed to many college and career paths that interest them. We also offer introduction to technology education as a class in which students build projects and are introduced to CAD.
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?	Yes	Every course we offer is taught by a certified teacher in that subject area.
b. How many classified support staff are currently employed?	42	We employ 42 classified staff, which includes instructional assistants, paraprofessionals, administrative assistants, food service staff and custodial staff.
c. How many classified support staff are needed?	46	We could utilize four more paraprofessionals for our high-incidence and low-incidence special education programs.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	We have three counselors, one at each grade level, a library media specialist, a school nurse, as well as a school social worker.

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e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	SMS principals attend monthly administrative and instructional leadership meetings provided by the district. Administration then develops training for certified and support staff based on the content learned.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		We are assisting our staff to develop classroom management skills, PBL, fostering belonging, and continuing to develop our "Anatomy of a Lesson" lesson planning format. We will place a large priority this upcoming school year in Project Based Learning.

**SECTION 6: Facility Needs**

		<b>Notes</b>
a. Is there adequate space for student learning?	Yes	We have enough spaces for all of our classrooms, fine arts, industrial technology, as well as our physical education programs.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	We do not have any necessary repairs that are needed that would impede student learning.
c. Are additional School Buses needed or any additional Routes needed?	No	We are able to transport our bus riders to and from campus, there are times where we have to rent travel buses from another company for events because we do not have enough available bus drivers.

**SECTION 7: Family Needs/Community Relations**

a. Do you have regular events to engage parents with teachers?	Yes	We have an open house in the fall, parent teacher conferences twice a year, and host events such as academic awards ceremonies to celebrate student successes. We will also be implementing a math and/or reading parent night during the 2022-23 school year.
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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?		We publish a monthly newsletter that always includes tips that parents can employ to improve student learning with their children. We will be implementing a math and reading night during the 2022-23 school year. We provide literature and other pertinent information for families during our conferences, open house, and 5th grade student orientation.
c. Do you have an active Site Council?	Yes	Our site council meets six to seven times a year for an hour. Our site council consists of approximately 12 members, including a president and a secretary.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	We have a PTO that meets six to seven times a year for approximately an hour. Our PTO has a president, vice president, treasurer and secretary.
e. What types of communication exists with families? Is it adequate?		We deliver a weekly bulletin containing the weekly schedule and other pertinent information. We also deliver a monthly newsletter highlighting important events and our education based programs. In addition, our district delivers a monthly newsletter as well. We frequently call parents and send email blasts for important information they need.
f. What types of communication/social media exists with your community? Is it adequate?		We utilize Facebook, Twitter and Instagram to share our story to our community, along with our district and building websites.

SECTION 8: School Data	Notes
a. Building Attendance Rate	93.4%
b. Building Chronic Absenteeism Rate	23.3%
c. District Chronic Absenteeism Rate	19.6%

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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?		One barrier we face is developing and fostering social-emotional skills with our students. The effects of the pandemic on mental wellbeing have been astronomically negative. We have to continue to place resources in improving our students' ability to regulate themselves, make positive choices, develop executive skills, and respect peers and adults. We also need to continue to improve our conceptual mathematical understanding with our students. We have made gains since adopting our math series four years ago, but we still have work to do. We also will continue to provide additional reading supports for those students reading below grade level. Another issue we will look to address is our chronic absenteeism rate. This has increased since the COVID pandemic.

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1. Can these be achieved with additional resources?	Yes	We believe all of these can be achieved with additional resources; however, each student is different and each student needs different resources to achieve their academic and social-emotional capability. Increased special education funding would help us to continue to provide academic and emotional supports for our most disabled students. In addition, if busing was moved closer than the 2.5 mile cutoff, this could potentially help with absenteeism.
2. Why or why not?		
b. Additional building unique items:		