

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

District: Salina Public Schools	Bldg #	Grades Served:
School: Stewart	3014	Prk-5

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

SECTION 1: Student Needs	Notes	
a. Student Headcount	466	
b. Percentage of students with an active IEP	19%	
c. Percentage of students enrolled in English Language Learner (ELL) services	5%	
d. Percentage of students identified as At-Risk (Free lunch)?	26%	
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 structure with double and triple dip learning opportunities, as needed.
j. Is there a tiered system of support to target math growth?	Yes	Small group math instruction with additional at-risk staff to pull kids.
k. Are there local assessments to measure reading growth?	Yes	RDA, BAS, iReady
l. Are there local assessments to measure math growth?	Yes	iReady, mid-module assessments and end modules
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	

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n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	See box to the right.	Students receive additional supports, as needed. We review all data, including the state assessments, to determine which students need which skills supported. For example, our interventionist will pull 11 students from grade four during small group math time to address a deficit in numbers and operations. We also have guided reading groups that meet students where they are on the reading continuum. Teachers plan a path for the students to end the year on or near the grade level expectation. Our goal is to stick with the path as best we can to help the students acheive the end goal.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	As stated above, we have a plan for reading and math "catch up" growth for all students. The state assessment is one test on one day. We use our other assessment tools to monitor growth and set goals for students on a daily/weekly/monthly basis.
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?	SRSS	
b. What are the targets/goals related to social/emotional growth?	To provide additional supports for any child with social emotional needs over and above the Tier 2/Tier 3 baseline.	We look at each child individually and consider the supports that would be most effective including, but not limited to, social groups, social stories, 1:1 sessions with counselor, lunch bunches, and CICOs.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ; preschool reports	As a public school, we take all students who meet the age requirement and provide whatever supports they need to be successful.

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d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		We have benchmark goals to guide our teachers for each quarter. Students not meeting the expectations are provided extra supports through the at-risk teacher, the reading coach, and/or the student support team.
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.	
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?	Community projects	Collecting food and providing items for local charities.

SECTION 3: Curriculum Needs **Notes**

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Our district provides elementary summer school at two locations for any child that meets the qualifications. Reading, writing, and math skills are addressed, as needed.	
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	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)		
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c. Is every child in your school provided at least the		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes, oral and written communication practices are evident in all grades.	
2. Sufficient knowledge of economic, social, and political systems to enable students to <u>make informed choices.</u>	Yes	Classroom projects
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes, we have a government unit in grade three with interactive components. We also have social studies built into our master schedule.	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes, we have time in the schedule for students to learn more and explore mental and physical wellness.	Second Steps, circles, class meetings
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and <u>historical heritage.</u>	Yes, we have time in the schedule for students to learn more and explore the arts.	We have student-produced art featured throughout our school as well as a focus on cultural diversity.
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	Gifted program, music sessions before or after school
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	Guest speakers, professional demonstrations

SECTION 5: Staff Needs **Notes**

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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?	10	
c. How many classified support staff are needed?	15-20	
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	Our district does a fantastic job of providing meaningful and timely staff development training opportunities for staff.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Academic and social-emotional staff development	
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	We have quarterly events throughout the 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?	Social media supports, newsletters, emails, SIT meetings	
c. Do you have an active Site Council?	Yes	We have parents, staff, and community members on our team.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	We have a fantastic PTA.
e. What types of communication exists with families? Is it adequate?	We have a robust social media presence, monthly newsletters, monthly informative emails, parent/teacher conferences (fall and spring), SIT meetings, as needed. We feel we have adequate communication with our families.	
f. What types of communication/social media exists with your community? Is it adequate?	Multiple social media accounts, newsletters, and regular email communication Yes, it's adequate.	

SECTION 8: School Data **Notes**

a. Building Attendance Rate	95.8%	We are above the state's 93.8%.
b. Building Chronic Absenteeism Rate	9.0%	We are well below the state's 17.5%.
c. District Chronic Absenteeism Rate	19.6%	
d. District Graduation Rate	90.8%	We are above the state's 88.1%.
e. District Dropout Rate	1.4%	

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>Social-emotional needs sometimes take precedence over academics. COVID absences continued to be a challenge through winter of 2021. Larger class sizes in our 4th and 5th grades (24+) made it challenging to meet the individual needs of students. Learning barriers, such as ADHD, dyslexia, autism, etc., created challenges in both classroom management and academics. The teacher shortage continues to be a challenge. Experienced teachers are being replaced with novice teachers lacking experience and expertise.</p>	
<p>1. Can these be achieved with additional resources?</p>	<p>Yes</p>	
<p>2. Why or why not?</p>	<p>Better pay would likely attract more experienced teachers. Additional teachers would be helpful to lower class sizes.</p>	
<p>b. Additional building unique items:</p>	<p>We are making efforts to prevent the summer slide. The loss of the achievement gains made during the previous school year over the summer break is a concern.</p>	<p>We have scheduled informative emails and social media pushes throughout the summer to keep learning in the forefront.</p>