

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

District: Salina Public Schools

Bldg #

Grades Served:

School: Sunset Elementary School

3018

Kindergarten-5th Grade

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

SECTION 1: Student Needs

		Notes
a. Student Headcount	358	
b. Percentage of students with an active IEP	26.26%	
c. Percentage of students enrolled in English Language Learner (ELL) services	10.06%	
d. Percentage of students identified as At-Risk (Free lunch)?	55.31%	
e. Pupil-Teacher Ratio Average	19.8	The teachers included the classroom teachers.
f. Pupil-Teacher Ratio Median	19.0	
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	Guided reading
j. Is there a tiered system of support to target math growth?	Yes	Small group and invention
k. Are there local assessments to measure reading growth?	Yes	RDA, BAS, PAST, sight words, 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 math program, peer tutoring, before- and after-school tutoring

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n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data is one of the components that is reviewed to focus on students to maximize their scores. All students are placed in tiered reading groups five days a week based on their benchmark assessment score. Tiered groups work on a variety of targeted areas. Students also took math iReady diagnostics that created an individualized learning path for them. Students not meeting specific skills in reading or math were recommended to the Student Improvement Team to identify strategies to help them show academic growth. ESSER funds were used to help provide extra support to students that had learning gaps created by the pandemic. The funds were used on interventionist teacher, classified intereventionist, and after-school math program. We also look at BAS benchmark data to help students improve reading levels.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star		Notes
a. How is social/emotional growth being measured?	Teacher rating scales	Salina Public Schools developed non-academic report card and building-level goal measurements.
b. What are the targets/goals related to social/emotional growth?	Level 3 or Level 4	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		

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e. How are successes of Individual Plans of Study being measured?	Students in K-5 do not have Individual Plans of Study. Academic Progress is monitored to ensure that students are showing continual growth.	Progress monitoring
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?	Service projects	Students participate in collecting macaroni and cheese in partnership with Project Salina. Students write thank you letters to community police, fire, and health care professional. Students have made donations to the local food bank. Some of the English Language Arts units focus on civics and government.

SECTION 3: Curriculum Needs

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Elementary summer school, YMCA after-school program, math after-school program	Notes ESSER funding allowed for the school to have after school math program. Salina Public Schools has opportunities for students that are not reaching grade level to attend summer school.
b. Are there appropriate and adequate instructional materials?	Yes	iReady and Fountes and Pinnell reading has helped students.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Kindergarten- 5th grade students have 1:1 Chromebooks.

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)

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)		Notes
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	

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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 are actively engaged in participating in daily social-emotional learning each day led by the classroom teacher. The school counselor and classroom teacher also presents lessons based on the Second Step curriculum. Students have opportunities to meet with the school counselor, social worker, or family support worker to work on identified social skills.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	Students have art, music, and embedded classroom instruction.
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
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Please consider the following questions as you complete the needs assessment for your building.

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	
b. How many classified support staff are currently employed?	20	
c. How many classified support staff are needed?	30	More staffing is needed to provide extra support to the students.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	ESSER funds allowed the school to hire more staff to help meet the needs of the students.
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?	Professional development for all staff for social-emotional learning, English Language Arts, math, and science.	

SECTION 6: Facility Needs

a. Is there adequate space for student learning?	Yes	Notes
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

a. Do you have regular events to engage parents with teachers?	Yes	Notes PTA, site council, fun night, family school marathon night, music programs, math and reading nights, donuts with grownups, muffins in the morning, meet-the-teacher night, Spanish/bilingual books for parent/student reading at home, kindergarten roundup activities, and award assembly.
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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 are planning parent nights next year using ESSER funds. We have referred parents to CAPS and local agencies that can provide support to families. SEL Team coordinate with local organizations.
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?	Monthly school newsletters, Facebook, Instagram, Twitter, School Messenger, parent phone calls, and emails to families. The communication was adequate to reach families.	
f. What types of communication/social media exists with your community? Is it adequate?	District website, phone calls, emails, School Messenger, newspaper, Facebook, Instagram, Twitter, and radio station. The communication was adequate to reach families.	

SECTION 8: School Data

a. Building Attendance Rate	93.3%	
b. Building Chronic Absenteeism Rate	23.1%	
c. District Chronic Absenteeism Rate	19.6%	
d. District Graduation Rate	90.8%	
e. District Dropout Rate	1.2%	

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)

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

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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?

Ensuring that all staff is aware of building and district initiatives. Creating opportunities for classified staff to participate in professional development and opportunities to learn researched-based practices. Staffing for both certified and classified positions. The increased stress that educators face related to students' social-emotional needs, mental health, retention rates, and needs of special education students.

1. Can these be achieved with additional resources?

Yes

2. Why or why not?

There are many factors that impact student learning. Increased staffing and retention could help with lowering class sizes and ensuring that we have staffing that can meet the needs of all students. Reducing class sizes allows the opportunities for teachers to provide extra support to the students both educational and to address the social-emotional needs of students.

b. Additional building unique items: