



## BUILDING NEEDS ASSESSMENT

### 2023-2024 Building Needs Assessment for 2024-2025 Budget Considerations

Building Oakdale Elementary Grades Served PreK - 5th

Section 1: Student Needs	Response	Description
<ul style="list-style-type: none"> <li>Student Headcount</li> </ul>	294 students	Per PBR September 20th headcount
<ul style="list-style-type: none"> <li>Percentage of students with an active IEP</li> </ul>	35%	IEP Student headcount - 103 students
<ul style="list-style-type: none"> <li>Percentage of students enrolled in English Language Learner (ELL) services</li> </ul>	12%	ELL Student headcount - 35 students
<ul style="list-style-type: none"> <li>Percentage of students identified as At-Risk (Free lunch)?</li> </ul>	78% (free) 8% (reduced)	229 students qualifying for free lunch 23 students qualifying for reduced lunch
<ul style="list-style-type: none"> <li>Pupil-teacher ratio average</li> </ul>	19.4:1	2nd Quarter homeroom data
<ul style="list-style-type: none"> <li>Pupil-teacher ratio median</li> </ul>	17.5:1	2nd Quarter homeroom data
<ul style="list-style-type: none"> <li>Are the needs of foster care students being met? If not, what supports are needed?</li> </ul>		Current State: <ul style="list-style-type: none"> <li>School has knowledge of student's foster parents at enrollment.</li> <li>Best interest determination meetings have not always been held before we gain information that a student will be enrolling with us.</li> <li>Transportation barriers are present that make it difficult for students to attend what would be their neighborhood school.</li> </ul>

		<ul style="list-style-type: none"><li>● Placement agency arrives at school to pick up a student to transport a child for visits, without the school having prior knowledge of it. Verifying this information is often difficult to achieve to ensure student safety and release to appropriate individuals.</li></ul> <p>Desired State:</p> <ul style="list-style-type: none"><li>● School needs knowledge at enrollment of the following pieces of information to support student success:<ul style="list-style-type: none"><li>○ Does a student have an IEP or 504?</li><li>○ Do students have mental health services already established?</li><li>○ Is a student allowed any contact with biological parents?</li><li>○ Does the student have an Educational Advocate, Guardian ad Litem, etc. already assigned?</li></ul></li><li>● Final best-interest determination hearing is held prior to potentially uprooting a child from their home/neighborhood school when student safety and security at that location is not a concern.</li><li>● Better support from the placement agency, schools, and transportation companies ensures that transportation barriers are removed for students to be able to attend school that is in their best interest.</li><li>● Support from placement agencies ensures that foster families have a means to continue</li></ul>
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		<p>gainful employment when a child in foster care has significant medical needs.</p> <ul style="list-style-type: none"> <li>● There is increased communication in a timely manner (morning of or day before) when students in foster care will be transported by placement agency or other entity.</li> </ul>
<ul style="list-style-type: none"> <li>● Are there gaps in student success among race/ethnicity student subgroups?</li> </ul>	<p>Yes</p>	<ul style="list-style-type: none"> <li>● Math: <ul style="list-style-type: none"> <li>○ 4% more of the non-Hispanic subgroup scored at Level 3 on the Kansas State Assessment than did the Hispanic subgroup.</li> <li>○ Equal percentages of the Hispanic and non-Hispanic subgroups of students scored Level 4 on the Kansas State Assessment.</li> <li>○ 7% more of the white subgroup scored at Level 3 on the Kansas State Assessment than did the non-white subgroup.</li> <li>○ Equal percentages of the white and non-white subgroups of students scored Level on the Kansas State Assessment.</li> </ul> </li> <li>● ELA: <ul style="list-style-type: none"> <li>○ 7% more of the non-Hispanic subgroup scored at Level 3 on the Kansas State Assessment than did the Hispanic subgroup.</li> <li>○ 1% more of the non-Hispanic subgroup scored at Level 4 on the Kansas State</li> </ul> </li> </ul>

		<p>Assessment than did the Hispanic subgroup.</p> <ul style="list-style-type: none"> <li>○ 2% more of the white subgroup scored at Level 3 on the Kansas State Assessment than did the non-white subgroup.</li> <li>○ 4% more of the white subgroup scored at Level 4 on the Kansas State Assessment than did the non-white subgroup.</li> </ul>
<ul style="list-style-type: none"> <li>● Is there a tiered system of support to target reading growth?</li> </ul>	<p>In Place</p>	<p>Current State:</p> <ul style="list-style-type: none"> <li>● Teachers use the Benchmark Assessment System (BAS) to find students' instructional reading level.</li> <li>● BAS Levels are used to place students into homogeneous groupings: <ul style="list-style-type: none"> <li>a. Tier 1 students receive at least 25 minutes of direct instruction at their level.</li> <li>b. Tier 2 students receive at least 50 minutes of direct instruction at their level.</li> <li>c. Tier 3 students receive at least 75 minutes of direct instruction at their level.</li> </ul> </li> <li>● Teachers use anecdotal data and progress monitoring to move students between tiered groups prior to each testing window.</li> <li>● Teachers formally collect reading data using BAS and iReady at the beginning, middle, and end of the school year.</li> </ul>

<ul style="list-style-type: none"> <li>• Is there a tiered system of support to target math growth?</li> </ul>	<p>Partially in Place</p>	<p>Current State:</p> <ul style="list-style-type: none"> <li>• Academic progress is monitored throughout the year using i-Ready diagnostic assessments (3 data points--Fall, Winter, Spring).</li> <li>• Math intervention scheduled 30 minutes daily for each grade level.</li> <li>• Use of specialist and support staff for math intervention: <ul style="list-style-type: none"> <li>○ SPED teachers, Title I teacher, At-Risk teachers, instructional assistants.</li> </ul> </li> </ul> <p>Desired State:</p> <ul style="list-style-type: none"> <li>• Academic progress is monitored more frequently (progress monitoring) to have an accurate idea of student abilities and growth which allows for interventions to be used more effectively and efficiently.</li> <li>• We do not have set criteria district wide for math intervention time.</li> <li>• More training provided, for all staff members involved, in an effective tiered system (as well as training on curriculum for non-classroom positions, training on effective differentiation and small group learning).</li> <li>• Cross grade-level teams provided for general education intervention.</li> </ul>
<ul style="list-style-type: none"> <li>• Are there local assessments to measure reading growth?</li> </ul>	<p>Yes</p>	<p>Current State:</p> <ul style="list-style-type: none"> <li>• Benchmark Assessment System (BAS)</li> <li>• Reading Diagnostic Assessments (RDA) used for collecting phonics, phonemic awareness, and high frequency word data</li> </ul>

		<ul style="list-style-type: none"> <li>● Into Reading Module Assessments to assess students' retention of whole group reading skills (K-5)</li> <li>● iReady Reading Diagnostic used to collect true representation of student independent reading skills</li> </ul>
<ul style="list-style-type: none"> <li>● Are there local assessments to measure math growth?</li> </ul>	<p>Yes</p>	<p>Current State:</p> <ul style="list-style-type: none"> <li>● District common assessments--most modules have a mid-module assessment and an end of module assessment to measure growth of standards and concepts taught.</li> <li>● i-Ready diagnostic assessments (Fall, Winter, Spring) are used to assess growth over time.</li> <li>● District Fact Fluency Assessments for grades K-3 that address grade level fluency standards. This is also monitored in grades 4-5 for continued growth for tier II and tier III students.</li> <li>● The above indicated that a piece of desired state from previous year was added, in that there are now more options for more frequent progress monitoring.</li> </ul> <p>Desired State:</p> <ul style="list-style-type: none"> <li>● More of a mainstream approach to assessments being used to gather data more efficiently to allow for less time spent on assessments and more time spent on instruction.</li> </ul>

<ul style="list-style-type: none"> <li>Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?</li> </ul>	<p>Partial</p>	<p>Current State:</p> <ul style="list-style-type: none"> <li>A 21st Century Community Learning Centers Grant funds an afterschool program. However, the decreasing budget has limited the number of students who can attend. Additionally, this is the last year for this grant cycle, so data will need to be analyzed and efforts made to re-apply if the positive impact is to continue.</li> <li>Extended School Year (ESS): Summer School is an option for some students that meet district criteria.</li> <li>SPED Summer School (ESY): Summer School is an option for some students identified as SPED.</li> <li>EXCEL: The City runs a program for pre-selected 5th grade students.</li> </ul> <p>Desired State:</p> <ul style="list-style-type: none"> <li>After School programs are available to all interested families.</li> <li>Summer School options provided for all interested families.</li> </ul>
<ul style="list-style-type: none"> <li>Reviewing state assessment data, what steps are you taking for all students to maximize their scores?</li> </ul>		<p>Current State:</p> <ul style="list-style-type: none"> <li>Administration of State Interims and mini tests.</li> <li>PreK-2nd grade teachers assist with increasing independence and rigor within their classrooms to better prepare students for the state assessments.</li> </ul>

		<ul style="list-style-type: none"><li>● Student goal-setting across all settings to help improve intrinsic motivation.</li><li>● Focus on Visible Learning's Student Dispositions and including students and all stakeholders on understanding what a good learner possesses and does.</li><li>● Consider activities on the calendar and times of the day when scheduling assessments.</li><li>● Gradual release and shift to 2nd-5th grade students taking common and local assessments in a digital format.</li><li>● i-Ready diagnostic administered to students for the purpose of determining skills.</li><li>● Parent involvement opportunities allowing them to gain information to help support their child's math and reading needs.</li></ul> <p>Desired State:</p> <ul style="list-style-type: none"><li>● Analysis for correlation between local assessments that monitor student progress and state assessment scores to provide targeted improvement to student skills.</li><li>● Analysis of number of assessments given during a short time period leading to potential testing fatigue.</li><li>● Parent involvement opportunity that helps them gain information and knowledge of the level of rigor needed for success on the state assessment and application of student learning.</li></ul>
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		<ul style="list-style-type: none"> <li>• More exposure for intermediate students to science curriculum and standards.</li> </ul>
<ul style="list-style-type: none"> <li>• Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</li> </ul>		<ul style="list-style-type: none"> <li>• Students will show success, as measured by a 20% increase in the number of students performing at Level 3 or 4 (above grade level) on the Kansas Math Assessment by 2027.</li> <li>• Students will show success, as measured by a 15% decrease in the number of students performing at Level 1 (below grade level) on the Kansas Math Assessment by 2027.</li> <li>• Students will show success, as measured by a 25% increase in the number of students performing at Level 3 or 4 (above grade level) on the Kansas ELA Assessment by 2027.</li> <li>• Students will show success, as measured by a 25% decrease in the number of students performing at Level 1 (below grade level) on the Kansas ELA Assessment by 2027.</li> <li>• Students will show success, as measured by a 25% increase in the number of students performing at Level 3 or 4 (above grade level) on the Kansas Science Assessment by 2027.</li> <li>• Students will show success, as measured by a 20% decrease in the number of students performing at Level 1 (below grade level) on the Kansas Science Assessment by 2027.</li> </ul>

<b>Section 2: State Board of Education Outcomes</b>	<b>Response</b>	<b>Description</b>
A. How is social/emotional growth being measured?		<ul style="list-style-type: none"> <li>• Chronic Absenteeism</li> <li>• Discipline data</li> <li>• Self-Directed Learning Rubric data</li> </ul>

		<ul style="list-style-type: none"> <li>● ASQ for Preschool and kindergarten students</li> <li>● Tier 2 and Tier 3 social-emotional groups</li> </ul>
B. What are the targets/goals related to social/emotional growth?		<ul style="list-style-type: none"> <li>● Students will show success, as measured by a 15% decrease in the number of social-emotional behavior offenses by 2027.</li> <li>● Students will show success, as measured by a 15% decrease in the number of students who are chronically absent by 2027.</li> </ul>
C. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		<p>Current State:</p> <ul style="list-style-type: none"> <li>● ASQ - 100% completion rate 2023</li> <li>● ASQ- 100% completion rate 2023 (PreK)</li> <li>● Kindergarten Round Up</li> <li>● Collaboration with PreK instructors</li> <li>● Data collected from Kindergarten teachers in first weeks of school</li> </ul> <p>Desired State:</p> <ul style="list-style-type: none"> <li>● All students receive universal PreK, in order to help the transition to Kindergarten.</li> <li>● ASQ the spring prior to attending Kindergarten.</li> <li>● In-depth conference with parent/guardian the spring prior to Kindergarten.</li> <li>● Collaboration for at-risk students, the spring prior to attending Kindergarten (separate collaboration than special education transition meetings).</li> <li>● Need to ensure that late enrollees have the opportunity to have the ASQ administered and completed.</li> </ul>

		<ul style="list-style-type: none"> <li>● Better alignment between preschool programs (Headstart, school-based, private) to ensure children receive an experience that better prepares them for kindergarten.</li> </ul>
D. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		<ul style="list-style-type: none"> <li>● There will be a continued 100% completion rate of the ASQ for all Kindergarten students.</li> <li>● There will be a continued 100% completion rate of the ASQ for all school-based Preschool students.</li> </ul>
E. How are successes of Individual Plans of Study being measured?		<ul style="list-style-type: none"> <li>● Second Step lessons help to provide background knowledge to students regarding goal setting, social and emotional skills necessary for future success, and exposure to career fields.</li> <li>● The Student Success Team provides opportunities to gather data, analyze, and set specific goals.</li> <li>● Xello will be piloted with 5th grade students to help build awareness of future goals and aspirations.</li> </ul>
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?		<ul style="list-style-type: none"> <li>● Social studies lessons are provided to all students K-5.</li> <li>● ELA curriculum imbeds foundational concepts of economics, social and political systems.</li> <li>● Second Step curriculum helps to reinforce and teach responsible decision making and social awareness.</li> </ul>

		<ul style="list-style-type: none"> <li>● K-5th graders participate in activities appropriate for their grade level during Constitution Week.</li> <li>● 4th and 5th graders are provided “leadership” time for participation in activities that help to engage them civically.</li> </ul>
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<b>Section 3: Curriculum Needs</b>	<b>Response</b>	<b>Description</b>
<p>A. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</p>	<p>partial</p>	<p>Current State:</p> <ul style="list-style-type: none"> <li>● After School Program--currently funded through a 21st Century Community Learning Centers grant; currently on year 5 of 5-year grant. <ul style="list-style-type: none"> <li>○ Decreasing budget has not allowed us to reach as many students as we once did.</li> </ul> </li> <li>● ESS: Our district provides an “Extended School Year” for some of our at-risk students.</li> <li>● EXCEL: The City runs a program for pre-selected 5th grade students. <ul style="list-style-type: none"> <li>○ They are also sending in volunteers to support primary classrooms.</li> </ul> </li> <li>● Field Trips: There are field trip opportunities for all grade levels.</li> <li>● StarBase: All fifth graders participate in the STEM based program.</li> </ul> <p>Desired State:</p> <ul style="list-style-type: none"> <li>● Funds need to be available to allow teachers and students to have more field trips and experiences outside of the school setting.</li> </ul>

		<ul style="list-style-type: none"> <li>● An after-school program is available to all students and families that are interested.</li> <li>● Summer School opportunities for all students and families that are interested.</li> </ul>
<p>B. Are there appropriate and adequate instructional materials?</p>	<p>Majority Yes</p>	<p>Current State:</p> <ul style="list-style-type: none"> <li>● Eureka Math Teacher Manuals</li> <li>● Eureka Math Student Workbooks</li> <li>● Manipulative tubs to support Eureka modules</li> <li>● i-Ready online resource for individualized math and reading instruction</li> <li>● Reflex Math online resource for individualized math fact fluency coaching and practice</li> <li>● Differentiated Centers Tubs--planned activities for each grade level and tiered level of support</li> <li>● Math manipulatives</li> <li>● Into Reading--whole group reading and writing materials for teachers and students</li> <li>● Into Reading--Small Group Materials</li> <li>● Large Leveled Library and Intervention Materials for Guided Reading and at-risk students</li> <li>● RazPlus are optional computer programs for reading interventions</li> <li>● Online tools for instruction and practice using the Ed platform through HMH Into Reading resources.</li> </ul> <p>Desired State:</p> <ul style="list-style-type: none"> <li>● Instructional resources are available that provide real-world experiences for students to</li> </ul>

		<p>create background knowledge, life applications, and enrichment opportunities.</p> <ul style="list-style-type: none"> <li>• More resources are available for providing individualized instruction for our ESL, SPED, and ALC (Adaptive Learning Center) students.</li> <li>• More instruction and resources are available to support computer literacy.</li> <li>• Students gain more exposure to elementary science and social studies curriculum that increases understanding of state standards, provides challenge and rigor, and creates consistency across the district.</li> </ul>
C. Is current technology appropriate? If no, what technology is needed to support the curriculum?		<p>Current State:</p> <ul style="list-style-type: none"> <li>• Students 1:1 Chromebooks in the building</li> <li>• Promethean Boards</li> </ul> <p>Desired State:</p> <ul style="list-style-type: none"> <li>• All students and their families have access to the internet and computers in the home.</li> <li>• Headphones provided to each student.</li> <li>• A formal digital literacy and use of tools contract for students.</li> </ul>

<b>Section 4: Educational Capacities (pursuant to K.S.A .72-3218)</b>	<b>Response</b>	<b>Description</b>
A. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grades 10-12)	Yes	

B. 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	<ul style="list-style-type: none"> <li>● Oral and written communication skills are being taught in whole group reading, writer’s workshop, and in small group reading for all students in the general education setting.</li> <li>● Oral and written communication skills are assessed using district rubrics created from Kansas State Standards.</li> </ul>
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	In process	<p>Current State:</p> <ul style="list-style-type: none"> <li>● Social studies lessons are provided weekly to all students K-5.</li> <li>● ELA curriculum imbeds foundational concepts of economics, social and political systems.</li> <li>● Second Step curriculum helps to reinforce and teach responsible decision making and social awareness.</li> <li>● K-5th graders participate in activities appropriate for their grade level during Constitution Week.</li> <li>● 4th and 5th graders are provided “leadership” time for participation in activities that help to engage them civically.</li> <li>● 5th graders are provided with a presentation from Equity Bank on financial literacy</li> <li>● 5th grade is using the Xello program to learn self-awareness, critical thinking and civic responsibilities.</li> </ul> <p>Desire State:</p>

		<ul style="list-style-type: none"> <li>● Additional time and unified curriculum PreK-5th grade is available to help deepen students' understanding of economic and political systems.</li> </ul>
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	In process	<p>Current State:</p> <ul style="list-style-type: none"> <li>● Social studies lessons are provided weekly to all students K-5.</li> <li>● ELA curriculum imbeds foundational concepts of economics, social and political systems.</li> <li>● K-5th graders participate in activities appropriate for their grade level during Constitution Week.</li> <li>● 4th and 5th graders are provided "leadership" time for participation in activities that help to engage them civically.</li> <li>● Kindergarten students experience presentations from local community helpers.</li> </ul> <p>Desire State:</p> <ul style="list-style-type: none"> <li>● Additional time and unified curriculum PreK-5th grade is available to help deepen students' understanding of economic and political systems.</li> </ul>
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	In process	<p>Current State:</p> <ul style="list-style-type: none"> <li>● Second Step curriculum provided to all students PreK-5th grade for social, emotional, and character development</li> <li>● Building-wide PBIS implementation</li> <li>● Student of the Month recognition for appropriate character choices</li> </ul>



		<ul style="list-style-type: none"><li>● Social-emotional behavior referrals, soft skills/non-academic reporting collected for all students K-5th grade</li><li>● ASQ data collection for PreK and Kindergarten students</li><li>● Lessons on healthy choices delivered through science curriculum and school nurse</li><li>● Physical education for all students PreK-5th grade a minimum of 2 times a week</li><li>● All students PreK-5th grade provided minimum of 1 recess per day</li><li>● All staff access to Employee Assistance Program (EAP) for social, emotional, and mental health</li><li>● School nurse available daily for all students PreK-5th grade</li><li>● Kindergarten students are provided with a presentation from Salina Area Tech about dental health.</li><li>● My Plate display in the lunchroom.</li></ul> <p>Desired State:</p> <ul style="list-style-type: none"><li>● Additional implementation is needed with regards to system-wide nutrition options for students and staff, up to and including second chance breakfast options, integration of nutrition education into core subject areas, and professional learning for integration of physical activity into core content areas.</li></ul>
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<p>5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.</p>	<p>In process</p>	<p>Current state:</p> <ul style="list-style-type: none"> <li>● K-5 access to theater and arts infusion activities, both in the classroom and in the community</li> <li>● PreK-5th grade weekly access to visual art and music lessons</li> <li>● PreK-5th grade weekly lessons during time in library to aid in understanding of cultural and historical heritage</li> <li>● After-school program that integrates opportunities for exposure to arts, cultures, theater, and dance</li> </ul> <p>Desired state:</p> <ul style="list-style-type: none"> <li>● Addition of curriculum focused on helping students understand historical impact of art and cultures.</li> <li>● Addition of integration of arts within core content areas.</li> </ul>
<p>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.</p>	<p>In process</p>	<p>Current State:</p> <ul style="list-style-type: none"> <li>● 5th graders exposure to STARBASE to build knowledge of opportunities in a variety of science, math, and engineering job fields.</li> <li>● Academic goal setting and conferences with all students K-5th grade to help ensure students understand the impact of their learning for their future.</li> <li>● Field trips to expose students to a variety of opportunities within the community, thus, increasing their exposure and knowledge of career possibilities.</li> </ul>

		<p>Desired State:</p> <ul style="list-style-type: none"> <li>● Need for PreK-5th grade curriculum that offers students a variety of exposure to career awareness, exploration, and specific preparation activities.</li> <li>● Need for PreK-5th grade curriculum to engage students in planning for postsecondary success.</li> </ul>
<p>7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.</p>	<p>In process</p>	<p>Current State:</p> <ul style="list-style-type: none"> <li>● 5th grade exposure to STARBASE builds knowledge of opportunities in a variety of science, math, and engineering job fields.</li> <li>● Academic goal setting and conferences with all students K-5th grade in order to help ensure students understand the impact of their learning for their future.</li> <li>● Field trips expose students to a variety of opportunities within the community, thus increasing their knowledge of career possibilities.</li> </ul> <p>Desired State:</p> <ul style="list-style-type: none"> <li>● There is a need for PreK-5th grade curriculum that offers students a variety of exposure to career awareness, exploration, and specific preparation activities.</li> <li>● There is also a need for PreK-5th grade curriculum to engage students in planning for postsecondary success.</li> </ul>

Section 5: Staff Needs	Response	Description
<p>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?</p>	<p>No</p>	<p>Current State:</p> <ul style="list-style-type: none"> <li>● 18 certified staff members are certified to meet the needs and instruct students that enter their classrooms; 11 teachers are currently on waivers or 1-year non-renewable licenses, so are not fully certified.</li> <li>● Class sizes vary, however, 3 of the 7 grade levels are high, and due to the high number of at-risk students we serve, additional certified and classified staff members would help to better meet the needs of students.</li> </ul> <p>Desired State:</p> <ul style="list-style-type: none"> <li>● All teachers would be certified to meet the needs and instruct students that enter their classrooms.</li> <li>● A priority need would be an additional 3 certified and 3 classified staff members would help to address the academic needs of students by offering smaller instructional groups, the ability to target in-depth gaps, as well as social, emotional, and behavioral needs of the students we serve.</li> </ul>
<p>B. How many classified support staff are currently employed?</p>		<p>Current state:</p> <ul style="list-style-type: none"> <li>● 13 Paraprofessionals serving PreK-5th grade</li> <li>● 0.5 Bi-Lingual Assistant is what we are allotted, however, it has not been consistently filled during this school year</li> <li>● 1 Administrative Assistant</li> </ul>

		<ul style="list-style-type: none"> <li>● 1 Instructional office assistant serving PreK-5th grade</li> <li>● 3 instructional assistants serving grades PreK-5th grade</li> <li>● 3 maintenance and custodial staff</li> <li>● 6 Food and nutrition services staff</li> </ul>
C. How many classified support staff are needed?		<p>Current State:</p> <ul style="list-style-type: none"> <li>● 2 instructional assistants serving grades PreK-5th grade</li> <li>● 3 paraprofessionals</li> </ul>
D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	In process	<p>Current State:</p> <ul style="list-style-type: none"> <li>● 1 full time school nurse serving PreK-5th grade</li> <li>● 1 library media specialist who is on a waiver serving PreK-5th grade</li> <li>● 1 counselor serving PreK-5th grade</li> <li>● 1 fulltime social worker serving PreK-5th grade</li> <li>● 1 fulltime family support specialist serving PreK-5th grade</li> <li>● 1 fulltime student behavior support specialist serving PreK-5th grade</li> </ul> <p>Desired State:</p> <ul style="list-style-type: none"> <li>● During 2024, ESSER funding will end, which will impact the funding of a full time social worker and student behavior support specialist. Funding needs to be secured to ensure the continuation of these full-time positions in the building. Our social worker meets with multiple students, supporting their mental and physical needs. Students are supported through one-on-one sessions, family</li> </ul>

		<p>communications, and community connections. Our student behavior specialist meets with many student groups addressing behavior, social-emotional and academic needs. This is accomplished through direct instruction, one-on-one supports, and peer groups.</p>
<p>E. Are principals &amp; other key staff trained to provide instructional leadership and professional development to teachers?</p>	<p>In process</p>	<p>Current State:</p> <ul style="list-style-type: none"> <li>● Principal and lead teacher are provided access to training during Administrator Meetings held at least monthly throughout the school year.</li> <li>● Building leadership team is provided professional development to support teachers and staff during Instructional Leadership Sessions.</li> <li>● Building leadership team is offered the ability to attend professional development alongside teachers to support the learning within the classrooms.</li> </ul> <p>Desired State:</p> <ul style="list-style-type: none"> <li>● Needs of students at the building make it difficult for all building leadership members to attend professional development opportunities. Offering professional development at times when students are not in session might aid in better access for all members.</li> </ul>
<p>F. What staff development is necessary for teachers to support student success and meet the school improvement goals?</p>		<p>Current State:</p> <ul style="list-style-type: none"> <li>● Reading and math PLCs <ul style="list-style-type: none"> <li>○ Homeroom teachers meet with coaches every 6 school days to discuss</li> </ul> </li> </ul>

		<p style="text-align: center;">student success and school improvement</p> <ul style="list-style-type: none"><li>● District-wide mentor programs for new staff</li><li>● District and school-wide trainings on Visible Learning</li><li>● Special education cooperative trainings on highly specialized instruction.</li></ul> <p>Desired State:</p> <ul style="list-style-type: none"><li>● Beginning of the year Kagan training</li><li>● Eureka training for new teachers at the beginning of the year</li><li>● i-Ready training for new teachers at the beginning of the year</li><li>● Small group reading training for all incoming staff at the beginning of the year</li><li>● Training for reading and math district common assessments for consistency and clear expectations</li><li>● Poverty training for all staff--classified and certified--working with Title students</li><li>● Continued staff development with math curriculum and programs (Eureka and i-Ready)</li><li>● Mentor programs for any interested staff</li><li>● More explicit educational training for staff on provisional licenses and/or working toward licensure</li><li>● Continuous training for support staff to increase knowledge with working with students and teachers</li></ul>
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		<ul style="list-style-type: none"> <li>● Training opportunities for classified staff in areas related to math and reading content and programs</li> </ul>
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Section 6: Facility Needs	Response	Description
A. Is there adequate space for student learning?	Partially	<p>Current State:</p> <ul style="list-style-type: none"> <li>● Currently, there are enough classrooms for all sections of homerooms, specials, and specialists to have their individual spaces to instruct. The spaces are sufficient for learning to occur.</li> <li>● Number of students needing pullout locations to meet their learning needs is increasing, so that there are times that smaller spaces are not always available for 1:1 or small group interventions.</li> <li>● The building is unique in that we also house the rooms and locations for Salina Virtual Innovation Academy (SVIA). Due to an increase in Oakdale needs, SVIA continues to partner with Oakdale leadership to rearrange their supports to allow for Oakdale to reclaim spaces for use with Oakdale students.</li> </ul> <p>Desired State:</p> <ul style="list-style-type: none"> <li>● Increase in the number of spaces available to help support interventions with students who need 1:1 or small group academic or social-emotional supports.</li> </ul>
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	Yes	<ul style="list-style-type: none"> <li>● Frequent roof leaks</li> </ul>



		<ul style="list-style-type: none"> <li>● Remodel and upgrades to Safe Room to increase functionality of the space</li> <li>● Old plumbing requiring frequent repairs and restrooms to be shut down</li> <li>● Addition of more “step down” areas in special education classrooms for students needing de-escalation of behavior when safe room environment is not needed</li> </ul>
C. Are additional School Buses needed or any additional Routes needed?	no	<p>Current state:</p> <ul style="list-style-type: none"> <li>● We have sufficient and timely bus routes that ensure all students arrive at school on time and safely.</li> <li>● Wait time between pick up and drop off is not a large number of minutes, which speaks to efficiency and adequate number of routes, buses, and stops.</li> </ul>

Section 7: Family Needs/Community Relations	Response	Description
A. Do you have regular events to engage parents with teachers?	Yes	<p>Current State:</p> <ul style="list-style-type: none"> <li>● Parent-Teacher conferences twice a year</li> <li>● Meet the teacher night in August</li> <li>● Family walk nights for School Marathon participation</li> <li>● Minimum of 5 Site Council meetings yearly</li> <li>● Minimum of 5 PTO meetings yearly</li> <li>● Student of the month assemblies</li> <li>● Music programs</li> <li>● Winter math and Spring Break book projects</li> <li>● Summer slide packets</li> <li>● Title 1 Family engagement events (minimum of 2 per year) focus on math and reading</li> </ul>

		<ul style="list-style-type: none"> <li>● Marathon Assembly</li> <li>● Weekly Student Improvement Team meetings for students with needs of supports</li> <li>● Offerings from District and community organizations to support parenting skills and challenges</li> </ul> <p>Desired State:</p> <ul style="list-style-type: none"> <li>● Addition of family engagement events that support parents' skills and needs (e.g., financial literacy, parent skills, mental health access, etc.)</li> </ul>
<p>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?</p>		<p>Current State:</p> <ul style="list-style-type: none"> <li>● Caregiver training programs occur both formally and informally at Oakdale. Guardians receive help and support through: <ul style="list-style-type: none"> <li>○ Access to students' academic achievement information</li> <li>○ Support/resources for student learning for math and reading at home</li> <li>○ Informational flyers about community resources and training to support their efforts at home</li> <li>○ Training session for local daycares and preschools to help their understanding and preparation of the children they serve for Kindergarten readiness in math</li> </ul> </li> </ul> <p>Desired state:</p>

		<ul style="list-style-type: none"> <li>● “Orientation” for all new families to USD 305 to help them understand all the offerings and things available to them and their children</li> </ul>
C. Do you have an active Site Council?	Yes	Our building Site Council is small but over the past 3 years, work has been done to increase the number of members and the representation. We have been able to increase our Site Council membership beyond just school staff, one community member, and a parent who is also a staff member. Work is being done to recruit additional members who have community involvement with organizations that help support the needs of the families in our building. Additionally, we have worked to include grandparents of students who would like to be active in sharing the messages about the work being done for student success within our building.
D. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Our building has an active PTO. However, it is unique in that for the past 6 years, parent involvement has been mostly achieved through staff members who are also parents participating. During 2021-2022, we were able to add 1 parent who attended meetings regularly and in the 2022-2023 it increased the number in regular attendance to 5-6 parents, 1 of whom agreed to take on a leadership role of small projects to help support students and staff members in the building.

<p>E. What types of communication exists with families? Is it adequate?</p>		<p>Current State:</p> <ul style="list-style-type: none"> <li>● School-wide monthly newsletter</li> <li>● School-wide Facebook page</li> <li>● Classroom Facebook pages</li> <li>● School-wide text message alerts to parents/guardians</li> <li>● Email and phone calls to parents and families when needed</li> <li>● Written communication to parents and families when needed</li> <li>● In-person Parent-Teacher Conferences twice a year with option for phone or virtual attendance offered as well</li> <li>● In-person SIT, IEP, and WRAP meetings as needed with faculty and parents/guardians with option of phone or virtual attendance as well</li> <li>● Weather alerts--text alert, phone call, local news agencies</li> <li>● Marquee sign outside of school building</li> <li>● Building Website</li> </ul> <p>Desired State:</p> <ul style="list-style-type: none"> <li>● Easier access to translators for multiple languages</li> <li>● Easier ability for families to “opt in” for text messaging</li> </ul>
<p>F. What types of communication/social media exists with your community? Is it adequate?</p>		<ul style="list-style-type: none"> <li>● School Facebook page</li> <li>● School newsletter posted online</li> <li>● Classroom Facebook pages</li> <li>● District Facebook and Twitter</li> </ul>

		<ul style="list-style-type: none"> <li>● District &amp; School website</li> <li>● Weather alerts--text alert, phone call, local news agencies</li> <li>● Marquee sign outside of school building</li> </ul>
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Section 8: School Data	Response	Description
A. Building Attendance Rate	91.3%	Per 1/15/2023 Building Accountability Report
B. Building Chronic Absenteeism Rate	32.7%	Per 1/15/2023 Building Accountability Report
C. District Chronic Absenteeism Rate	32.8%	Per 1/15/2023 District Accountability Report
D. District Graduation Rate	86.6%	Per 1/15/2023 District Accountability Report
E. District Dropout Rate	2.4%	Per 1/15/2023 District Accountability Report
1. What is our building graduation rate	N/A	Elementary school building not applicable
2. What is our building dropout rate?	N/A	Elementary school building not applicable
3. What is our average comprehensive ACT score?	N/A	Elementary school building not applicable

Section 9: Other Data	Response	Description
A. Based on the building leadership team’s analysis, what are the barriers your school faces with non-assessment related issues?		<ul style="list-style-type: none"> <li>● Challenges created by students who come to us from at-risk backgrounds: <ul style="list-style-type: none"> <li>○ Summer slide of student academic skills</li> <li>○ High number of DCF referrals</li> <li>○ Increasing number of families that are deemed “homeless”</li> <li>○ Increasing number of families enrolling who are migrant or refugee status, frequently non-English speaking</li> <li>○ Due to home challenges, greater difficulty for families to be able to volunteer and help</li> </ul> </li> </ul>

- Large percentage of families qualifying for free or reduced meals
- Increasing need for access to high levels of mental health supports
- Increasing need for access to highly trained behavioral supports to address severe behavioral challenges
- Increasing number of single parent households
- Increasing numbers of families falling in situational and generational poverty
- Increase in number of students/families who are transient and have attended multiple schools over short periods of time, creating gaps in learning and lack of continuity of services
- Increasing number of caregivers with mental health struggles, which then transfer to at-risk needs for the students.
- Recruitment and retention of staff (certified and classified):
  - Additional training for all staff to support the growing social, emotional, and behavioral needs of students
  - Pay increases for both certified and classified staff, as many are stating reason for leaving is higher pay elsewhere

		<ul style="list-style-type: none"> <li>○ Additional supports for the mental health needs of employees</li> <li>○ Increasing number of staff hired that are on waivers or are taking a non-traditional approach to licensure in the profession.</li> <li>● Gaps in academic and social-emotional skills created by the COVID-19 pandemic</li> </ul>
1. Can these be achieved with additional resources?	Some pieces, yes	
2. Why or why not?		<p>Ways to solve:</p> <ul style="list-style-type: none"> <li>● Additional financial resources and staffing incentives, possibly more for high needs schools</li> <li>● Increased access to highly skills training for support of student and staff mental health, social, emotional, and behavioral needs</li> <li>● Increased awareness and availability to summer enrichment and extensions opportunities for students</li> <li>● Increased ease of access through partnerships with community resources for families-- possibly provided at the school building</li> </ul> <p>There are some pieces, however, that are outside of our ability to control:</p> <ul style="list-style-type: none"> <li>● Family's mobility</li> <li>● Poverty</li> <li>● Denial of services by families</li> <li>● Caregiver's mental health challenges</li> <li>● Community and school resources spread thin</li> </ul>

B. Additional building unique items:		<ul style="list-style-type: none"> <li>● Oakdale is a building that services one of the largest geographical areas for elementary students.</li> <li>● Oakdale currently houses the Salina Virtual Innovation Academy.</li> <li>● Oakdale’s student population enrollment has been decreasing in recent years (2022-2023 &amp; 2023-2024 has seen a slight increase), but the challenges have continued to increase.</li> </ul>
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<b>Section 10: Building Barriers Statement</b>	<b>Response</b>	<b>Description</b>
A. The barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment.		<ul style="list-style-type: none"> <li>● There is a need for increased funding to support: <ul style="list-style-type: none"> <li>○ Special Education students</li> <li>○ At-Risk students</li> <li>○ Enrichment for students to ensure application of knowledge learned</li> <li>○ Highly trained certified, classified, and support staff</li> <li>○ Incentives to recruit and retain highly trained and skilled educational professionals</li> </ul> </li> <li>● Need to increase community partnerships that bring services into schools for ease of family access.</li> <li>● There is a need for universal preschool that is consistent in its programming to ensure gaps and holes are not created during early learning experiences.</li> </ul>



		<ul style="list-style-type: none"><li>● Busing should be made available for all students who need it, regardless of how far away their house is located.</li><li>● It is a priority need to be able to continue with Behavior Support Specialist, full time Social Worker, roving subs, interventions (certified and classified), and funding for staff wellness beyond 2024 when ESSER funding is no longer available.</li></ul>
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