

# BUILDING NEEDS ASSESSMENT



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

Building   Schilling   Grades Served   PreK-5th  

Section 1: Student Needs	Response	Description
A. Student Headcount		399
B. Percentage of students with an active IEP		25%
C. Percentage of students enrolled in English Language Learner (ELL) services		28%
D. Percentage of students identified as At-Risk (Free lunch)?		70%
E. Pupil-teacher ratio average		19
F. Pupil-teacher ratio median		20
G. Are the needs of foster care students being met? If not, what supports are needed?	No	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>• Students in foster care are often enrolled, and begin attending, with minimal academic, behavioral, and social/emotional information provided to the school.</li> <li>• Students are often enrolled and we do not know the level of language support needed until after they begin.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>• The EEISPF should be available at the time of enrollment. We should have a plan in place for screening language barriers prior to the beginning of school. Communication needs to</li> </ul>

		occur between administration and the social worker when foster students arrive at the building.
H. Are there gaps in student success among race/ethnicity student subgroups?	Yes	<p>Kansas Math Assessment</p> <ul style="list-style-type: none"> <li>● 3% more of the Non-White subgroup scored at level 4 than the White subgroup.</li> <li>● 10% more of the Non-White subgroup scored at level 3 than the White subgroup</li> <li>● 2% more of the Non-Hispanic subgroup scored at level 4 than the Hispanic subgroup.</li> <li>● 6% more of the White subgroup scored at a level 1 than the Non-White group</li> </ul> <p>Kansas English Language Arts Assessment</p> <ul style="list-style-type: none"> <li>● 5% more of the Non-Hispanic subgroup scored at level 4 than Hispanic subgroup</li> <li>● 2% more of the Non-Hispanic subgroup scored at level 3 than Hispanic subgroup</li> <li>● 11% more of the Non-White subgroup scored at level 4 than White subgroup</li> <li>● 5% more of the Non-White subgroup scored at level 3 than the White subgroup</li> <li>● 18% more of the White subgroup scored at a level 1 than the Non-White group</li> </ul>
I. Is there a tiered system of support to target reading growth?	Partially	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● All students receive instruction during whole group reading that is guided from the Into Reading Resource with grade-level standards.</li> <li>● During small group reading, the Benchmark Assessment System (BAS) and Reading Diagnostic Assessment (RDA) are used to create flexible guided reading groups and</li> </ul>

		<p>intervention groups. The RDA includes subtests for phonics, phonological awareness, and high frequency words. These assessments are given formally at checkpoints throughout the year. Progress monitoring is conducted each month to determine adjustments in instructional levels.</p> <ul style="list-style-type: none"> <li>● During 30 minutes of small group reading, qualified students are pulled to receive their English as a Second Language instruction</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● Additional personnel to fill gaps in language instruction, including English Language arts instruction and English Language learning.</li> </ul>
<p>J. Is there a tiered system of support to target math growth?</p>	<p>Partially</p>	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● All students receive whole group math instruction on grade level content standards. Kindergarten has 65 minutes of whole group math instruction while grades 1-5 have 70 minutes. This instruction is guided by the Eureka Math series.</li> <li>● Students take the I-Ready diagnostic assessment in the fall, winter, and spring. These results, as well as classroom assessments, are used by the classroom teachers to create small groups for re-teaching and to provide enrichment.</li> <li>● Individual learning pathways are created within the I-Ready program for students</li> <li>● Small group math at each grade level K-5 is 30 minutes.</li> </ul>

		<ul style="list-style-type: none"> <li>● ESSER Interventionists provide extra support to help lower group size and differentiate instruction.</li> <li>● Homerooms are using the K-5 district fact fluency assessment to help direct their instruction for fact fluency.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● Additional personnel to fill gaps in math instruction with individual and small group instruction.</li> </ul>
K. Are there local assessments to measure reading growth?	Yes	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● Benchmark Assessment System (BAS)</li> <li>● Reading Diagnostic Assessment includes subtests for phonics, phonological awareness, and high frequency words (RDA)</li> <li>● I-Ready Reading skills Assessment</li> <li>● Into Reading Module Assessments for Reading and Writing</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● Each assessment provides valuable information however we spend a lot of time stopping instruction to assess. Assessments that are used to guide daily instruction are the most beneficial.</li> </ul>
L. Are there local assessments to measure math growth?	Yes	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● I-Ready Math Assessment</li> <li>● Eureka Math Mid and End of Module Assessments</li> <li>● K-5 District Fact Fluency Assessment</li> </ul> <p><b>Desired State:</b></p>

<p>M. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?</p>	<p>Partially</p>	<ul style="list-style-type: none"> <li>● Continue with current practice</li> </ul> <p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● 127 Schilling students are supported in the ESOL classroom.</li> <li>● Schilling has a high number of Non-English speaking students. At enrollment, 5 students enrolled as Non-English speaking. Currently Schilling has 26 students who are Non-English speaking.</li> <li>● OWL Academy after school program is offered to select tier 2 students for reading and math support. However, this is funded with ESSER.</li> <li>● Extended School Year (ESY) is offered over the summer by the district for students who meet criteria</li> <li>● Special Education Summer school is offered over the summer for select special education students who meet criteria</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● A bilingual classroom is available for students to acclimate to the American school system while maintaining their native language</li> <li>● ESOL options are available to students to support students in learning the English language</li> <li>● Continued funding for Extended School Year (ESY)</li> <li>● Continued funding for Special Education Summer School</li> </ul>
<p>N. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?</p>		<p><b>Current State:</b></p>

		<ul style="list-style-type: none"><li>● As a building staff, we used the 5 Whys process (root cause analysis) to review data for both reading and math data as a building including subgroups.</li><li>● For math, we are offering incentives at the classroom, grade level, and building level each quarter for students to pass I-Ready lessons.</li><li>● Explicit teaching is given to ensure that students see their time on the computer as learning time rather than game time. Our belief is that if students see their work on the computer as important learning time, they will give their best effort on the state assessment.</li><li>● Interim assessments are given three times for reading and math to familiarize students with the formatting of the assessments.</li><li>● Chronic absenteeism is reviewed each week and parent contact is made to increase the parent awareness of the importance of regular school attendance. From 2022 to 2023, Schilling had an 11% decrease of chronically absent students scoring at a level 1 on the State Math Assessment. From 2022 to 2023, Schilling had an 11% increase of chronically absent students scoring a level 4 on the State English Language Arts Assessment.</li></ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"><li>● Teachers will consistently set goals and monitor growth for their students in reading and math throughout the year.</li></ul>
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		<ul style="list-style-type: none"> <li>Teachers will teach and practice test-taking strategies throughout the year.</li> </ul>
O. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	<p>Goals have been changed to reflect Schilling’s Spring 2023 Kansas Assessment scores.</p> <ul style="list-style-type: none"> <li>Students will show success, as measured by a 10% increase in the number of students performing at level 3 or 4 on the Kansas English Language Arts Assessment.</li> <li>Students will show success, as measured by a 13% decrease in the number of students performing at level 1 on the Kansas English Language Arts Assessment.</li> <li>Students will show success, as measured by a 10% increase in the number of students performing at level 3 or 4 on the Kansas Math Assessment.</li> <li>Students will show success, as measured by a 12% decrease in the number of students performing at level 1 on the Kansas Math Assessment.</li> <li>Students will show success, as measured by a 10% increase in the number of students performing at level 3 or 4 on the Kansas Science Assessment.</li> <li>Students will show success, as measured by a 11% decrease in the number of students performing at level 1 on the Kansas Science Assessment.</li> </ul>

Section 2: State Board of Education Outcomes	Response	Description
A. How is social/emotional growth being measured?		<b>Current State:</b>

		<ul style="list-style-type: none"> <li>● Office referral data, chronic absenteeism, and nonacademic report card data is collected throughout the year.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● Office referral trend data will be used to create counseling lessons that support needs for grade levels and classrooms.</li> <li>● Chronic absenteeism and non-academic report card data will guide the counselor and social worker in supporting individual students and families.</li> </ul>
<p>B. What are the targets/goals related to social/emotional growth?</p>		<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● We are working to be proactive with students rather than reactive.</li> <li>● Our behavior support staff have scheduled breaks with students that focus on goal setting, emotional regulation, and relationship building.</li> <li>● The counselor and social worker meet with individual students and small groups based upon needs.</li> <li>● Central Kansas Mental Health Center has a case manager on site to see students during the day for case management and offers two groups.</li> <li>● Big Brothers Big Sisters corporate partnership program between Schwan's and Schilling began this year.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● Students will learn regulation strategies and verbalize their needs.</li> </ul>



		<ul style="list-style-type: none"> <li>● Having a full-time social worker and counselor are essential to meeting the social/emotional needs that impact our students during the school day.</li> <li>● Continue to work with Big Brothers Big Sisters and Schwans to expand our partnership</li> </ul>
<p>C. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)</p>		<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● Students are enrolled into Kindergarten by parents.</li> <li>● The Kindergarten team spends the first portion of the school year teaching expectations and the way our school functions.</li> <li>● ASQ was given with 100% completion for prekindergarten and kindergarten students.</li> <li>● Kindergarten students participate in two days of “camp” before beginning the traditional school year.</li> <li>● Kindergarten Round-Up is held in the spring each year.</li> <li>● Prekindergarten staff is identifying students needing extra support by utilizing the Student Improvement Team process.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● Pre-Conference with individual parents in the spring prior to kindergarten to help welcome families, transition students, and provide clarity about kindergarten.</li> <li>● Kindergarten Round-Up should occur in April, in order to begin early communication and provide support for families.</li> </ul>

		<ul style="list-style-type: none"> <li>● For students identified with extra needs prior to the school year, it would be beneficial to have individual or small group mini-sessions to introduce Kindergarten prior to entire classrooms beginning.</li> </ul>
<p>D. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)</p>		<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● Age requirements are set by the state.</li> <li>● Communication with pre-Kindergarten teachers occurs to help transition students to a full day school.</li> <li>● The ASQ screener was completed by 100% of Kindergarten and prekindergarten parents.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● Increase communication with parents about the importance of pre-Kindergarten. With students currently on the Schilling waiting list for pre-K, an additional pre-K classroom would be beneficial.</li> <li>● Make available the resource list for community members to access in daycares and preschools in the area.</li> <li>● Find ways to have alternative advertisements of pre-Kindergarten programming for community members (commercials on radio, Salina Post ad, billboard, partnering with local businesses that families frequent) in English and Spanish.</li> <li>● Offer a pre-Kindergarten informational session similar to a meet and greet in the spring for parents to learn about pre-K content, social skills, and to learn about the building.</li> </ul>

E. How are successes of Individual Plans of Study being measured?		N/A
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?		<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● Social studies lessons are provided weekly to all students K-5.</li> <li>● The Pledge of Allegiance is stated every day by a 5th grade student volunteer.</li> <li>● ELA curriculum imbeds foundational concepts of economics, social, and political systems.</li> <li>● Our student council meets monthly. These students work on projects for students and staff that help support our school and community.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● We need more leadership opportunities for our students within the building such as tutoring buddies, library leadership, or breakfast buddies.</li> </ul>

Section 3: Curriculum Needs	Response	Description
A. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● We offer Owl Academy for 90 minutes after school, four days a week. We have three 4/5-week sessions throughout the year. We focus on Tier 2 instruction for reading and math at grades 1-5 for selected students. Their</li> </ul>

		<p>instruction is based upon individual students' needs from assessments to help close academic gaps. This is funded by ESSER dollars.</p> <ul style="list-style-type: none"> <li>● Our district provides an extended school year for our students that qualify in reading and math.</li> <li>● Field trip opportunities for all grade levels.</li> <li>● All 5th graders participate in Starbase, a STEM based program.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● Funding for Owl Academy to continue beyond ESSER.</li> <li>● Our district should offer an English as a Second language summer school program to promote students in their continued learning of English.</li> </ul>
<p>B. Are there appropriate and adequate instructional materials?</p>	<p>Partially</p>	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● Instructional materials are provided in English with limited resources in Spanish for ELA and Math. There are currently only English resources available for SEL.</li> <li>● Our librarian is beginning to build a Spanish section of books in the library.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● All curriculum resources “ELA, Math and SEL” should be purchased in Spanish, English, Thai, Lao and Vietnamese. By providing students the opportunity to be successful in their native language helps ensure language barriers are not present in the classroom.</li> </ul>

		<ul style="list-style-type: none"> <li>● By providing materials in these different languages, it fosters a sense of belonging in our building and importance of their language.</li> <li>● Being able to provide books in multiple languages to the school library.</li> </ul>
C. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Partially	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● Each classroom has a promethean board and students have individual Chromebooks.</li> <li>● Homeroom classes have ELMOs.</li> <li>● Google Suite, Clever, and online programs for learning are available for teacher and student use.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● Technology should be updated and relevant to meet the needs of students and stay current with best practices, applications, and skills needed for the world.</li> <li>● Updated promethean boards with compatible slates that allow teachers to provide proximity throughout the lesson.</li> </ul>

Section 4: Educational Capacities (pursuant to K.S.A .72-3218)	Response	Description
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)		N/A
B. Is every child in your school provided at least the following capacities?		

<p>1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.</p>	<p>Partially</p>	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● Oral and written communication skills are being taught in whole group reading, writing, and in guided reading for all students.</li> <li>● Oral and written communication skills are assessed using district rubrics from Kansas State Standards.</li> <li>● Morning meetings occur each day to support student communication with peers and staff.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● Training on cooperative learning strategies will increase student engagement and communication. These will help students gain in-the-moment communication skills.</li> </ul>
<p>2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.</p>	<p>Partially</p>	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● Students have social studies weekly for 25 minutes.</li> <li>● ELA curriculum embeds foundational concepts of economics, social, and political systems.</li> <li>● K-5 students have a counseling lesson weekly for 25 minutes.</li> <li>● Second Step curriculum helps to reinforce and teach responsible decision making and social awareness.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● Additional time and unified curriculum to help deepen students' understanding of economic and political systems K-5.</li> </ul>
<p>3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.</p>	<p>Partially</p>	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● Students have social studies weekly for 25 minutes.</li> </ul>

		<ul style="list-style-type: none"> <li>● ELA curriculum embeds foundational concepts of governmental processes.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● K-5 students will participate in grade appropriate activities during Constitution week.</li> <li>● Additional time and unified curriculum to help deepen students' understanding of governmental systems K-5.</li> </ul>
<p>4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.</p>	<p>Partially</p>	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● K-5 students have a counseling lesson weekly for 25 minutes.</li> <li>● Second Step curriculum helps to reinforce and teach responsible decision making and social awareness.</li> <li>● Central Kansas Mental Health Center has a case manager on site to see students during the day for case management and offers two groups.</li> <li>● All students K-5 are provided two 15 recesses per day.</li> <li>● Students are struggling to interact appropriately at recess.</li> <li>● K-5 students have two physical education classes per week.</li> <li>● School nurse is available daily for all students preK-5.</li> <li>● Students often come to school hungry.</li> <li>● Families are unable to see the importance of regular attendance and the academic impact of being absent.</li> </ul>

		<ul style="list-style-type: none"> <li>● There is a disconnect between families and school during open enrollment in regards to forms and location.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● Providing students with self-regulation and communication skills will help students play with one another at recess.</li> <li>● Breakfast should be offered until 15 minutes past the beginning bell of the day.</li> <li>● Educating our families on the importance of open enrollment, in order to ensure that all paperwork is completed and their families' needs are met.</li> <li>● Offering open enrollment at the building level will increase belonging, build relationships with families, and set a tone of partnership for the year.</li> </ul>
<p>5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.</p>	<p>Partially</p>	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● Fourth and fifth grade students can participate in the Schilling Choir.</li> <li>● Music programs at each grade level are done throughout the year.</li> <li>● Band and orchestra are offered to fifth grade students.</li> <li>● Art is offered once a week to 1st-5th grades.</li> <li>● Music is offered to K-5 students for 25 minutes twice a week. PreK students have music once a week for 15 minutes.</li> <li>● Stiefel Theatre offers free productions during the school year that grade levels can attend.</li> </ul>



		<ul style="list-style-type: none"> <li>● K-5 classrooms have access to Arts Infusion activities.</li> </ul> <p><b>Desired State:</b></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>
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.		N/A
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.		N/A

Section 5: Staff Needs	Response	Description
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	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● 31 staff members are certified to meet the needs and instruct students that enter their classrooms. Additionally, 3 teachers are on waivers or 1-year non-renewable licenses.</li> <li>● One special education teacher has remained unfilled.</li> <li>● Average class sizes are high. We have had 21 new students enroll since the year began. 15 of the 21 students are new to the United States and are Non-English speaking.</li> <li>● At enrollment, 11 students enrolled as Non-English speaking. An additional 15 have</li> </ul>

		<p>enrolled since the beginning of the year which brings our current total of Non-English speaking students to 26.</p> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● Schilling staff will be certified to meet the needs and instruct students that enter their classrooms.</li> <li>● Special education positions will be filled to meet students' needs.</li> <li>● An additional 3 certified staff members to serve as classroom teachers would help to address the academic, social, emotional, and behavioral needs of the students we serve.</li> <li>● 21 new students have enrolled since the beginning of the year. Having smaller class sizes to start the year in will help meet the needs of new students.</li> <li>● Creating a bilingual classroom would meet the needs of our students to maintain their current language and learn English. 11 students started the year as newcomers to the English language with 15 more students enrolling after the beginning of the year. We currently have a total of 26 students who are new to the United States and are Non-English speaking.</li> </ul>
<p>B. How many classified support staff are currently employed?</p>		<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● 3 Instructional Assistants serving preK-5.</li> <li>● 10 Paraprofessionals serving preK-5. Five positions remain unfilled.</li> <li>● 3.5 Bilingual Assistants</li> </ul>

		<ul style="list-style-type: none"> <li>● 1 Administrative assistant</li> <li>● 3 maintenance and custodial staff</li> <li>● 5 Food and Nutrition staff</li> </ul>
C. How many classified support staff are needed?		<p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● 5 Paraprofessional positions were open at the beginning of the school year and still remain open.</li> <li>● Continue to fully fund these staff positions to meet our student needs socially, emotionally, and instructionally.</li> <li>● An additional bilingual assistant is needed to bridge the language barrier for students. Since the beginning of the school year, 15 students that are new to the United States, needing ESOL support services have enrolled at Schilling.</li> </ul>
D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● A full-time counselor is on staff.</li> <li>● A full-time social worker is on staff to support students and families.</li> <li>● A full-time nurse is available to meet student needs.</li> <li>● A full-time Library Media Specialist is on staff to support literacy and technology.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● An additional teacher that is bilingual will allow students to maintain their native language and learn English. We currently have a total of 26 students who are new to the United States and are Non-English speaking.</li> </ul>

		This would create belonging and ease the transition for students.
E. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Partially	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● Principal, lead teacher, and academic coaches lead staff development sessions.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● A bilingual staff member will provide a course on basic Spanish that can be used to help our students feel welcomed and understood in our school.</li> </ul>
F. What staff development is necessary for teachers to support student success and meet the school improvement goals?		<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● Staff development sessions are developed upon current data and needs as seen by administration.</li> <li>● Staff development sessions are applications of the district Visible Learning Sessions.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● All staff should be trained in social/emotional support that can occur within the classroom.</li> <li>● All staff should be trained in ESOL strategies and key phrases in Spanish that will help new students navigate their day and feel welcomed.</li> <li>● District staff development should be followed up with a building application staff development session. After district Visible Learning sessions, there are next steps to be created and strategies to apply to our particular building. However, there is a time gap between when we attend district training and when we have our building time. The</li> </ul>

		building time is often a short time of 15-30 minutes, making it difficult to go into depth with the application as a collective group.
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Section 6: Facility Needs	Response	Description
A. Is there adequate space for student learning?	Yes	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>Special services for students will have their own space to store materials and deliver services while respecting the privacy of students.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>Continue with the current state</li> </ul>
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	Yes	<p><b>Current State:</b></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.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>Sidewalks and driveways are in need of repair due to potholes, cracks, and unlevel settling.</li> </ul>
C. Are additional School Buses needed or any additional Routes needed?	No	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>Currently, we have three general education routes, one special education route, and a pre-Kindergarten route.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>Continue with the current state.</li> </ul>

Section 7: Family Needs/Community Relations	Response	Description
A. Do you have regular events to engage parents with teachers?	Partially	<p><b>Current State:</b></p>

		<ul style="list-style-type: none"> <li>● Parent-teacher conferences are held in the fall and spring to update parents about student progress.</li> <li>● Teachers who have identified students as needing support have parent meetings every 6-8 weeks with our student intervention team.</li> <li>● A staff committee has been established to determine and organize parent engagement activities.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● Teachers will create parent involvement activities that engage parents in content and learning once per quarter.</li> <li>● Grade levels will send home newsletters with content information and activities that support learning in the classroom.</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><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● We do not currently offer caregiver training.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>● We will work to create parent involvement activities that support learning at-home in math, reading, and social/emotional regulation.</li> </ul>
<p>C. Do you have an active Site Council?</p>	<p>Yes</p>	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● Our site council meets once a month. We currently have eight members with four being community stakeholders. Schilling staff present information about our building and share information about events.</li> </ul> <p><b>Desired State:</b></p>

		<ul style="list-style-type: none"> <li>We would like to expand our number of community stakeholders.</li> </ul>
D. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>Our PTO meets once a month. Our PTO sponsors one family night per year, BINGO night. Our PTO has four active parents that regularly attend the meetings and volunteer.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>Our PTO will grow to include more parents.</li> </ul>
E. What types of communication exists with families? Is it adequate?	Partially	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>Building Newsletter and Skylert messages are in both English and Spanish.</li> <li>Clever and Class Dojo are used at teacher discretion.</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>Communications will be used to celebrate our students and teachers as well as inform parents about building events.</li> <li>Our communications will be adequate when they are each available in all languages of our families.</li> </ul>
F. What types of communication/social media exists with your community? Is it adequate?	Yes	<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>USD 305 District Newsletters</li> <li>Website</li> <li>Facebook</li> </ul> <p><b>Desired State:</b></p> <ul style="list-style-type: none"> <li>Keeping these up-to-date will increase our communication with community members.</li> </ul>

Section 8: School Data	Response	Description
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A. Building Attendance Rate		91.3%
B. Building Chronic Absenteeism Rate		33.7%
C. District Chronic Absenteeism Rate		32.8%
D. District Graduation Rate		86.6%
E. District Dropout Rate		2.4%
1. What is our building graduation rate		N/A
2. What is our building dropout rate?		N/A
3. What is our average comprehensive ACT score?		N/A

Section 9: Other Data	Response	Description
<p>A. Based on the building leadership team’s analysis, what are the barriers your school faces with non-assessment related issues?</p>		<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>○ Emotional regulation</li> <li>○ Language acquisition</li> <li>○ Kindergarten readiness</li> <li>○ Accessibility to preschool</li> <li>○ Summer slide of academic skills</li> <li>○ Large percentage of students qualifying for free or reduced meals</li> <li>○ Increase in the number of students needing bilingual support</li> <li>○ Due to home challenges, greater difficulty for families to be able to volunteer</li> <li>○ Increasing need for access to high levels of mental health supports</li> </ul> </li> <li>● Recruitment and Retention:</li> </ul>



		<ul style="list-style-type: none"> <li>○ Positions are unfilled due to lack of applicants</li> <li>○ Pay increases for both certified and classified staff</li> <li>○ Training for certified and classified staff to support the growing social, emotional, and behavioral needs of students</li> <li>○ Additional mental health supports for staff</li> <li>○ High number of absences from certified and classified</li> </ul>
1. Can these be achieved with additional resources?	Partially	
2. Why or why not?		<ul style="list-style-type: none"> <li>● With additional resources, staffing can be hired to support our diverse learners</li> <li>● Materials can be purchased to support social, emotional, behavioral and language needs</li> <li>● Increased awareness and availability to summer enrichment and extension opportunities for students in English and Spanish</li> <li>● With ESSER funds no longer available, substitute teachers assigned to Schilling will help support consistency to maintain continued learning</li> </ul>
B. Additional building unique items:		<ul style="list-style-type: none"> <li>● Schilling is located in an industrial area of Salina</li> <li>● Language barriers</li> <li>● High numbers of students who require busing</li> </ul>

Section 10: Building Barriers Statement	Response	Description
<p>A. The barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment.</p>		<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>○ ESOL and bilingual students</li> <li>○ Highly trained certified and classified staff</li> </ul> </li> <li>● Need to be able to continue with behavior support, full time social worker, roving substitutes, interventionists, and funding for staff wellness beyond 2024 when ESSER funding is no longer available</li> </ul>