

# BUILDING NEEDS ASSESSMENT

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



Building South Middle School

Grades Served

6th - 8th

Section 1: Student Needs	Response	Description
A. Student Headcount		782
B. Percentage of students with an active IEP		22%
C. Percentage of students enrolled in English Language Learner (ELL) services		6%
D. Percentage of students identified as At-Risk (Free lunch)?		Free - 51% Free & Reduced - 62%
E. Pupil-teacher ratio average		58 Teachers, 782 Students, 13.48 ratio
F. Pupil-teacher ratio median		23:1
G. Are the needs of foster care students being met? If not, what supports are needed?	No	<p><b>Current state:</b> It is difficult to meet the needs of our foster care students because we don't receive records in a timely manner. This results in not knowing their academic levels, social/emotional needs, IEP accommodations and/or behavior needs which is crucial information to best educate at-risk students. We have mental health services available for foster care students if needed as well as a backpack food program and a clothing pantry.</p> <p><b>Desired state:</b> Teachers are notified if a student is in foster care when the students enroll. We would receive academic records in a timely manner so teachers have the background information needed to</p>

		best meet the needs of the student as well as any behavior or IEP information.
H. Are there gaps in student success among race/ethnicity student subgroups?	Yes	<p>Overall as an entire building, we improved our state assessment scores in Math and Reading and declined in the Science assessment. Below are the subgroups who performed below average.</p> <p>Math, these particular sub groups stood out:</p> <ul style="list-style-type: none"> <li>● African American: 31% higher in Level 1 and 15% lower in Levels 3 and 4 compared to state average</li> <li>● Hispanic: 4% higher in Level 1 and 10% lower in Levels 3 and 4 compared to state average</li> </ul> <p>English-Language Arts</p> <ul style="list-style-type: none"> <li>● African American: 16% higher in Level 1 and 22% lower in Levels 3 and 4 compared to state average</li> <li>● Hispanic: 9% higher in Level 1 and 9% lower in Levels 3 and 4 compared to state average</li> </ul>
I. Is there a tiered system of support to target reading growth?	Yes	<p><b>Current state:</b> Students who are two or more grade levels below in reading are offered an Intensive Reading (IR) class. Students in IR take the BAS assessment at the beginning of the year and each semester to determine their reading level. IR students are progress monitored over the course of each semester to determine their reading level. Seventh and eighth grade students who are above grade level are offered an advanced ELA or Reading course.</p>

		<p><b>Desired state:</b> We would like to continue with the 6th grade intensive reading class and potentially add a 6th grade advanced reading class to best meet the needs of all students. Keeping our 6th grade reading teacher is needed for this to be possible.</p>
J. Is there a tiered system of support to target math growth?	Yes	<p><b>Current state:</b> Students who are deemed below grade level based on the i-Ready diagnostic are offered a math intervention course. We utilize the i-Ready prescriptive pathway, plus additional teacher-led activities based on student abilities to help reduce learning gaps. This class is in addition to their required math course. The i-Ready diagnostic is also used to determine students who need advanced math instruction for students in 7th and 8th grades. The i-Ready prescriptive pathway is utilized during advisory twice a week for all students in grades 6-8.</p> <p><b>Desired state:</b> To best meet the needs of all our students, we would like to add a 6th grade advanced math class. We also need more opportunities for students below grade level to participate in Math Foundations. We currently have more students in need of intervention than we have space available. To best utilize math intervention time, we need a curriculum specifically designed for math intervention (such as i-Ready). We would like to keep our math Interventionist, once ESSER funds are over, and continue providing intervention to students in need.</p>
K. Are there local assessments to measure reading growth?	Yes	<p><b>Current state:</b> We utilize the aReading Screener, and classroom common assessments for all students. FastBridge CBMs and the BAS are administered to at-</p>

		<p>risk students in need of progress monitoring three times a year.</p> <p><b>Desired State:</b> We would like to utilize one Reading screener to progress monitor Reading growth over the school year. A screener that diagnoses all students, allows us to place students in intensive reading, meets the state dyslexia requirement and allows us to progress-monitor throughout the course of the school year is preferred. It would also be beneficial that the same screener be utilized at the elementary level.</p>
L. Are there local assessments to measure math growth?	Yes	<p><b>Current state:</b> We utilize the i-Ready diagnostic and classroom common assessment for all students. The i-Ready diagnostic screener is given three times a year.</p> <p><b>Desired state:</b> Continue with current state.</p>
M. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	<p><b>Current state:</b> Students have the opportunity to attend our after-school program throughout the year. We also offer a month-long summer school program.</p> <p><b>Desired state:</b> We use ESSER funds to provide additional after-school program resources including bussing. Without these funds, we would have to reduce the number of students we serve. We feel that a handful (1-3%) of our students need something different than what we can provide as an educational system. An alternative type of setting or school would benefit these students.</p>
N. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	<p><b>Current state:</b> We are continuing to implement programs to help students maximize their scores including: Advanced 7th and 8th grade math and ELA classes, reading and math intervention classes, in</p>

		<p>addition to robust instruction in all general math and ELA courses. We are also utilizing KAP interim assessments in math and ELA. We promote a culture of emphasis on state assessment results by teaching test taking strategies, student goal setting, incentivizing growth and level 3 and 4 performance. We have changed our testing environment to help maximize the importance of the state assessment.</p> <p><b>Desired state:</b> Smaller class sizes in English, math, and reading would allow us to better meet the needs of all students. We need to focus on curriculum alignment with state standards and the assessment. We would like to offer 6th grade advanced math and reading classes.</p>
O. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	<p>By the end of the 2027 school year our goal is to increase the number of students performing in Levels 3 and 4 on the math state assessment from 29% to 30.7%, science from 22% to 32.12%, and English from 29% to 33.19%. By the end of the 2027 school year our goal is to decrease the number of students performing in Level 1 on the math state assessment from 30% to 21.36%, science 53% to 30.23%, and English 34% to 29.17%.</p>

Section 2: State Board of Education Outcomes	Response	Description
A. How is social/emotional growth being measured?	Yes	<p><b>Current state:</b> We currently use the Self-Directed Learning Rubric to measure social/emotional growth for students. Reset Room and Building discipline data are reviewed monthly by our building leadership and administrative teams. We identify areas of concern in regard to referral data, chronic absenteeism data and</p>

	<p>mental health referrals (students receiving mental health services). We have expanded our mental health services to provide support to our growing number of at-risk students and students with mental health needs. We currently have 90-100 students in the MHIT program receiving mental health services. We also collect bullying harassment reports to ensure we are addressing any student concerns.</p> <p><b>Desired state:</b> By the end of the 2027 school year our goal is to decrease chronic absenteeism from 18.6% to 13.6%. By the end of the 2027 school year our goal is to decrease behavior referrals from 869 to 617.</p>
<p>B. What are the targets/goals related to social/emotional growth?</p>	<p><b>Current state:</b> Our top goal is to decrease the amount of insubordination in the school. Our current incentives include: Cougar Wall of Honor, PBIS celebrations, tickets for ice cream at lunch for following the HONOR code, and the Cougar Cash Store. Social/Emotional lessons are taught weekly during advisory to all students. Our social worker, counselor and mental health case workers also conduct social groups during Advisory. We have a Reset Room where students go to regulate their emotions and behavior so they can return to class ready to learn. We are seeing increased mental health needs in many of our students, for which we are not equipped with the skills necessary to best meet their needs.</p> <p><b>Desired state:</b> Consistency across the building with all staff in regard to behavior expectations. We need a better way to teach social/emotional and self-</p>

		regulation skills outside of advisory. Keeping our behavior specialist is needed to continue our PBIS incentives, SEL lessons, Reset Room and continued staff development on regulation.
C. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		N/A
D. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		N/A
E. How are successes of Individual Plans of Study being measured?		<p><b>Current state:</b> We offer a Career &amp; Life Planning class that is a requirement for all 8th grade students. In this class, students develop and begin implementing their Individual Plans of Study. In 6th and 7th grade, students begin learning the basics of the IPS process and begin taking college and career interest surveys in their Social Studies classes. We utilize Xello as our Individual Plan of Study provider. Our district's high school counselors visit with each Career &amp; Life Planning class and pre-enroll them into classes in high school based on the student's Individual Plan of Study. We also hold a parent enrollment meeting in December so parents are made aware of course offerings at the high school level.</p> <p><b>Desired state:</b> We would like to continue our current state but also look at more avenues for students to attend college and career fairs, as well as partner with local businesses to allow students to gain a feel for what life after schooling entails.</p>
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?	Yes	<p><b>Current state:</b> We teach civics content in our 6th and 7th grade social studies classes as well as our 8th grade History class. We also have an active student council and student belonging team that develop student-based activities and work closely with community civic organizations. Civic engagement is a vital component of the IPS process and through this our students visit with community groups. We also partner with the community on different academic opportunities such as the Salina Cultural Crawl, Arts Infusion, and music classes at the Stiefel Theater.</p> <p><b>Desired state:</b> Continue with current state.</p>
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<b>Section 3: Curriculum Needs</b>	<b>Response</b>	<b>Description</b>
A. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Yes	<p><b>Current state:</b> We offer an after-school program Monday through Thursday each week of the school year and serve approximately 60-75 students daily, with 17 certified and 6 classified staff providing instructional support. We offer a summer school program at our high school for 20-25 students at each grade level. Summer school focuses on project based learning, math, and reading, and it embeds a social/emotional component. We have utilized ESSER funds to provide additional staff for the after school program as well as bussing for students at the conclusion of the day. Without these extra funds we would not be able to support the number of students we are currently serving.</p> <p><b>Desired state:</b> Continue with current state.</p>



<p>B. Are there appropriate and adequate instructional materials?</p>	<p>Yes</p>	<p><b>Current state:</b> We have textbooks for each course, plus subscriptions to numerous online learning resources. In addition, we supplement our curriculum with many resources provided by the school district. We are transitioning to more digital textbooks and sometimes struggle with integrating the resource with Skyward and Google Classroom.</p> <p><b>Desired state:</b> Our curriculum and resources need to align with state standards because of the emphasis on state assessment scores and function smoothly with Google Classroom and Skyward.</p>
<p>C. Is current technology appropriate? If no, what technology is needed to support the curriculum?</p>	<p>No</p>	<p><b>Current state:</b> All of our students are equipped with a Chromebook. Staff members are equipped with a laptop, Promethean board and projector. Document cameras and slate boards are available for checkout. Promethean boards are outdated which makes them unreliable and inefficient.</p> <p><b>Desired state:</b> Having updated Promethean boards would increase student and teacher interaction. We are in need of additional printers throughout the building that connect to Chromebooks for our paraeducators to be able to print as they need, they work from a Chromebook and not a laptop.</p>

<p><b>Section 4: Educational Capacities (pursuant to K.S.A .72-3218)</b></p>	<p><b>Response</b></p>	<p><b>Description</b></p>
<p>A. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of</p>		<p><b>N/A</b></p>

<p>education are taught. (only if building serves Grades 10-12)</p>		
<p>B. Is every child in your school provided at least the following capacities?</p>		
<p>1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.</p>	<p>Yes</p>	<p><b>Current state:</b> Oral and written communication skills are embedded in the ELA standards which are taught in our classes. Currently our 6th grade median score is 288 which is the same as the state average, our 7th grade median score is 283 which is 3 points below the state average and our 8th grade median score is 276 which is the same as the state average on the English Language Arts assessment.</p> <p><b>Desired state:</b> More oral and written communication in all classes is needed. By 2027 our goal is to have 33.19% of our students scoring in Level 3 and 4 on the English state assessment and 29.17% or fewer scoring in Level 1 on the English state assessment.</p>
<p>2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.</p>	<p>Yes</p>	<p><b>Current state:</b> Economic, social and political systems are embedded in our social studies/History state standards, which we teach in our social studies and history classes. Our 8th graders also focus on social and political ideas through their five-star leadership program they participate in at the beginning of the school year.</p> <p><b>Desired state:</b> Enhance the current state by bringing in additional community speakers and attending field trips that focus on economic, social and political ideas.</p>

<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>Yes</p>	<p><b>Current state:</b> Our 6th grade social studies curriculum focuses on ancient world civilization and the governmental process that led those societies. In 7th grade, students are exposed to Kansas History, and there is a governmental piece embedded in that curriculum. In the 8th grade, students are exposed to how our federal government operates.</p> <p><b>Desired state:</b> Continue with current state.</p>
<p>4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.</p>	<p>Yes</p>	<p><b>Current state:</b> Students are required to take a full year of Physical Education in the 6th grade and a semester in the 7th and 8th grades. In the 8th grade, students are also exposed to sexual education. We offer many mental wellness supports in our buildings through our relationship with our mental health provider, Central Kansas Mental Health. Qualifying students can receive case management and therapy during the school day. In addition, we have a counselor at each grade level, and a social worker to provide mental wellness support.</p> <p><b>Desired state:</b> 7th and 8th grade students would benefit from additional physical education and health time including in-school weight lifting training. Family counseling services are a need.</p>
<p>5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.</p>	<p>Yes</p>	<p><b>Current state:</b> We offer a robust music program which includes music, band, orchestra and guitar. We also offer art at each grade level as an elective. There are opportunities outside of the school day for students to attend community-based art programs. We also partner with the community to provide an Art Infusion program for students who are interested.</p>

		<p><b>Desired state:</b> Continued involvement in the community and the high school arts programs, with collaboration between the arts and core classes. Combining digital literacy into Career &amp; Life Planning would open up an elective for students. Keyboarding would be more beneficial if taught at the elementary level.</p>
<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>Yes</p>	<p><b>Current state:</b> 8th grade students are required to take Career &amp; Life Planning as a semester class. In this class, students continue to develop their Individual Plans of Study and are exposed to many college and career paths that interest them. We also offer Introduction to Technology Education as a class in which students build projects and are introduced to Computer Aided Drafting. Technology education students take a field trip to Vortex and Salina Technical College.</p> <p><b>Desired state:</b> Continue with the current state and expand our technology educational options or make our current Tech Ed program more exploratory.</p>
<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>Yes</p>	<p><b>Current state:</b> SMS students participate in Scholars Bowl, math relays, music competitions and a spelling bee. We have added a Drones to School program in which students participate in.</p> <p><b>Desired state:</b> Continue with the current state and add robotics, Science Olympiad and league art contests.</p>

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><b>Current state:</b> Every classroom has a certified teacher in the content area being taught. We have high enrollment in our Physical Education classes (32+), and intervention classes (12+). We have an increase in the number of students eating breakfast at school.</p> <p><b>Desired state:</b> For our ESSER funding we have chosen the following to meet the goals and needs of our school:</p> <ol style="list-style-type: none"> <li>1) <b>Behavior Interventionist</b> - This position has helped tremendously as we are able to teach students how to manage and work through behavior issues, instead of simply punishing them.</li> <li>2) <b>Reading Interventionist</b> - This position teaches all 6th grade Intensive Reading classes. Without this position we would not be able to provide Reading intervention to 6th grade students who read below grade level.</li> <li>3) <b>Roving Substitutes</b> - The two roving substitutes have been life savers. We have several staff out daily and our positions are not picked up by substitutes as they once were. These two individuals are utilized on a daily basis.</li> <li>4) <b>Social Worker</b> - This position has been instrumental for various reasons. She has assisted with our chronic absenteeism efforts, she has facilitated social groups and has assisted our counselors with various student</li> </ol>

		<p>issues, including attending Truancy Review Board meetings in the afternoons and evenings.</p> <p>5) <b>Classified Behavior Specialist</b> - This individual assists our Certified Behavior Interventionist in our RESET room, working with student behaviors and coping strategies.</p> <p>6) <b>After School Program</b> - The additional funds have helped us staff our program and provide more after school help to students as well as transportation after the program.</p> <p>7) <b>Math Interventionist</b> - This position has allowed us to add remedial Math support during the school day using the iReady Math program.</p>
B. How many classified support staff are currently employed?		<b>Current state:</b> 40 total, including Administrative Assistants (4), Instructional Assistants (3), Custodians (7), Food Service (7), High Incidence Para-Educators (9), Low Incidence Para-educators (10).
C. How many classified support staff are needed?		<b>Desired state:</b> We would like to keep our Classified Behavior Interventionist as she is currently paid out of ESSER funds. We are also in need of more low-incidence para-educators.
D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	<p><b>Current state:</b> We have 3 counselors (one at each grade level), a library media specialist, a school nurse, and a social worker.</p> <p><b>Desired state:</b> The social worker is an ESSER position that we would like to keep.</p>
E. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	<b>Current state:</b> SMS principals attend monthly administrative and instructional leadership meetings provided by the school district. Administration then

		<p>develops training for certified and support staff based on the content learned. Administration has focused on Visible Learning and Belonging through our Professional Development services. Administration and Behavior Interventionist as well as Academic Coach will occasionally attend various trainings provided throughout the state.</p> <p><b>Desired state:</b> Administration needs to do better at aligning professional development with district goals and classroom walkthroughs and continue to foster belonging and visible learning research.</p>
F. What staff development is necessary for teachers to support student success and meet the school improvement goals?		<p>Re-alignment of our math and ELA curriculum to match the Kansas State standards that we are tested on. Staff development on behavior interventions, addressing at-risk students and helping students self-regulate. Academic ideas on how to improve student motivation and increase the level of questioning in the classroom, verbally and written.</p>

Section 6: Facility Needs	Response	Description
A. Is there adequate space for student learning?	No	There is not adequate space in our larger classes (25+ students). We don't have any small group learning spaces and would also benefit from outdoor learning spaces.
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	Yes	The hallways and lunchroom are small for the number of students in our building. Additional staff and student bathrooms are needed as well as indoor and outdoor signage for directional purposes. Our conference room needs to be reconfigured.

C. Are additional School Buses needed or any additional Routes needed?	Yes	An additional Schilling bus due to the large number of students that ride.
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Section 7: Family Needs/Community Relations	Response	Description
A. Do you have regular events to engage parents with teachers?	yes	<b>Current state:</b> We have parent teacher conferences, open house, fall Academic night, athletic events, music concerts, awards nights, incoming 6th grade orientation, and PTO and site council meetings.  <b>Desired state:</b> Continue current state.
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?	Yes	<b>Current state:</b> Caregivers can attend fall academic Open House (Skyward training), open house at the beginning of the school year and incoming 6th grade orientation. We publish a newsletter, school website, weekly bulletin and social media posts.  <b>Desired state:</b> Continue current state.
C. Do you have an active Site Council?	Yes	<b>Current state:</b> We meet 6 times per year with an average of ten parents attending each meeting.  <b>Desired state:</b> Continue current state.
D. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	<b>Current state:</b> We meet 6 times per year with an average of ten parents attending each meeting.  <b>Desired state:</b> Continue current state with additional information provided on PTO projects.
E. What types of communication exists with families? Is it adequate?	Yes	<b>Current state:</b> We publish a monthly newsletter, building website, weekly bulletin, social media posts and email.



		<b>Desired state:</b> Continue current state and add an outdoor video messaging board similar to the two high schools.
F. What types of communication/social media exists with your community? Is it adequate?	No	<b>Current state:</b> Facebook is used.  <b>Desired state:</b> We need to improve on telling our story through social media.

Section 8: School Data	Response	Description
A. Building Attendance Rate		93.4%
B. Building Chronic Absenteeism Rate		18.60%
C. District Chronic Absenteeism Rate		18.83%
D. District Graduation Rate		90.98%
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
A. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		<b>Current state:</b> One barrier we face is developing and fostering social/emotional skills in our students. Over the last three years, we have noticed an increase in mental health related issues with our students. We have to continue to place resources in improving our students' ability to regulate themselves, make positive choices, develop executive skills and respect peers and adults. We have made gains since adopting our math series four years ago, but we still have work to do. We also will continue to provide additional

		<p>reading supports for those students reading below grade level. Another issue we will look to address is our chronic absenteeism rate. We have adopted a new Science curriculum and resources and will provide on-going training to help improve our Science state assessment scores.</p> <p><b>Desired state:</b> We have adopted a new SEL curriculum, “Be Good People.” This resource is much better than our previous SEL resource and we are implementing it during our advisory class once a week.</p>
1. Can these be achieved with additional resources?	Yes	We are pleased with our new SEL resource and will continue to tweak it and fine tune it to provide engaging and meaningful SEL lessons for students.
2. Why or why not?		
B. Additional building unique items:		

Section 10: Building Barriers Statement	Response	Description
A. The barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment.		Students need to come to school regulated and ready to learn. Smaller class sizes, additional time for math instruction, leveled classes and continued math and reading intervention are needed to help aid learning. A behavior specialist is needed to help identified students obtain the social/emotional skills needed to be successful in the academic environment. Increased special education funding to target our students with disabilities of whom are currently underperforming on state assessments. In addition, if busing was moved closer than the 2.5-mile cutoff, this could potentially help with absenteeism.

