

# BUILDING NEEDS ASSESSMENT



## 2022-2023 Building Needs Assessment for 2023-2024 Budget Considerations

Building Cottonwood Elementary

Grades Served Pre-K - 5th Grade

Section 1: Student Needs	Response	Description
A. Student Headcount	372	
B. Percentage of students with an active IEP	33%	
C. Percentage of students enrolled in English Language Learner (ELL) services	11%	
D. Percentage of students identified as At-Risk (Free lunch)?	73.12%	
E. Pupil-teacher ratio average	18	
F. Pupil-teacher ratio median	18	
G. Are the needs of foster care students being met? If not, what supports are needed?	No	<p><b>Current state:</b> No, the communication the school receives from other entities when a child is in foster care is lacking. We occasionally receive the EEISPF but often we do not receive appropriate paperwork or communication regarding students in foster care. There have been times where foster parents attempt to enroll a student and they do not have documentation showing the student has been placed in their home (placement agreement, court journal regarding placement, etc.). We often do not get contact information for permanency specialists, support workers, etc., unless the foster parent provides them (and often they do not provide them).</p>

		<p><b>Desired state:</b> The lack of communication poses a significant safety issue for students. Better communication from foster care agencies will help address the needs of students.</p>
<p>H. Are there gaps in student success among race/ethnicity student subgroups?</p>		<p><b>Relevant disaggregated data:</b></p> <ol style="list-style-type: none"> <li>1. Free Lunch students scored similar to all students in Level 4.</li> <li>2. Free Lunch students scored similar to all students in Level 3.</li> <li>3. Free Lunch students outscored all students tested, for percentage of students in Level 2.</li> <li>4. Hispanic students outperformed all students for percentage of students in Level 3.</li> <li>5. All other subgroups scored lower when compared to the all-student group.</li> </ol> <p><b>Desired State:</b> Subgroup populations would score as well or better than non-subgroup populations.</p>
<p>I. Is there a tiered system of support to target reading growth?</p>	<p>Yes</p>	<p><b>Current state:</b> Transitioning phase: Our lowest non-identified students in grades 1-5 receive Small Group Reading with our At-Risk Reading Teacher. During this hour they receive a 20-minute teacher table, 20 minutes of tutoring by an instructional assistant, and 1 independent station to practice skills or an activity led by an instructional assistant. We are concerned about ESSER funds ending and additional support ending.</p> <p><b>Desired state:</b> An instructional assistant in all grades for our At-Risk teacher, so students have additional adult support. This instructional assistant would be</p>

		trained by our Literacy Coach alongside our At-Risk teacher. An additional reading interventionist would help meet the needs of struggling readers.
J. Is there a tiered system of support to target math growth?	Yes	<p><b>Current state:</b> Our lowest-non-identified students in grades K-5 receive Small Group Math instruction for 30 minutes a day delivered by our At-Risk/Title teacher. We were able to hire an additional At-Risk teacher for math needs, using ESSER funds. We are concerned about ESSER funds ending and additional support ending.</p> <p><b>Desired state:</b> We would like to keep 2 at-risk/Title math interventionists.</p>
K. Are there local assessments to measure reading growth?	Yes	<p><b>Current state:</b> BAS, RDA, i-Ready Reading, Fastbridge Screener, State Assessment, Module assessments.</p> <p><b>Desired state:</b> We need to utilize a progress monitoring system for students that are not reaching grade level expectations in Phonics.</p>
L. Are there local assessments to measure math growth?	Yes	<p><b>Current state:</b> i-Ready diagnostic assessments, 3 times a year. State assessment, district module assessments.</p> <p><b>Desired state:</b> Efficient use of assessments so as not to over-test the students.</p>
M. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	<p><b>Current state:</b> Opportunities for Cottonwood students include Fine Arts, Camp Webster, Rolling Hills Zoo's programs and tours, virtual author visits, Arts and Humanities, Salina Public Library, The Gardening Club, and St. John's Missionary Baptist Church after-school program.</p>

		<p><b>Desired state:</b> Enrichment opportunities for students before or after school</p>
<p>N. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?</p>	<p>Yes</p>	<p><b>Current state:</b> In Small Group Reading, grades 3-5, we have grouped our students according to guided reading levels. This allows us to differentiate our centers to meet the needs of each student.</p> <p>In Small Group Math, the teacher station is guided by individual student needs. Small Group Math also includes stations that allow for standards that need additional practice based on assessment scores. Teachers use their teacher table to differentiate instruction to meet individual needs.</p> <p>We have created a group called Math Wizards that focuses and challenges those students who are close to meeting grade level expectations.</p> <p>Cottonwood Elementary has included at least one weekly assessment from our Into Reading resource during Whole Group Reading. These assessments include higher level questioning. The data is used by the teachers to help make instructional decisions.</p> <p><b>Desired state:</b> Beneficial data from the State Department would help us have an overall picture of needed changes to curriculum. Teachers will set goals for both math and reading based on the Kansas State Assessments. We have started taking the interim for KAP to predict future performance.</p>

<p>O. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</p>	<p>Yes</p>	<p><b>Critical Thinking Growth Measures - Math</b></p> <ul style="list-style-type: none"> <li>● Students will have the critical thinking skills to achieve postsecondary success, as measured by a 12.5% annual increase in the number of students performing at a Level 3 or 4 on the Kansas Math Assessment by 2027.</li> <li>● Students will have the critical thinking skills to achieve postsecondary success, as measured by a 7.2% annual decrease in the number of students performing at a Level 1 on the Kansas Math Assessment by 2027.</li> </ul> <p><b>Critical Thinking Growth Measures - Science</b></p> <ul style="list-style-type: none"> <li>● Students will have the critical thinking skills to achieve postsecondary success, as measured by a 16% annual increase in the number of students performing at a Level 3 or 4 on the Kansas Science Assessment by 2027.</li> <li>● Students will have the critical thinking skills to achieve postsecondary success, as measured by a 9% annual decrease in the number of students performing at a Level 1 on the Kansas Science Assessment by 2027.</li> </ul> <p><b>Communication Growth Measures - Reading</b></p> <ul style="list-style-type: none"> <li>● Students will have the communication skills to achieve postsecondary success, as measured</li> </ul>
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		<p>by a 14% annual increase in the number of students performing at a Level 3 or 4 on the Kansas Reading Assessment by 2027.</p> <ul style="list-style-type: none"> <li>• Students will have the communication skills to achieve postsecondary success, as measured by a 9% annual decrease in the number of students performing at a Level 1 (below grade level) on the Kansas Reading Assessment by 2027.</li> </ul>
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Section 2: State Board of Education Outcomes	Response	Description
A. How is social/emotional growth being measured?		<ol style="list-style-type: none"> <li>1. Behavior Tracking Data Sheets</li> <li>2. SAEBRS screener given in Fall, Winter, Spring</li> <li>3. Office Referral Data</li> <li>4. Data gathered weekly for coaching/safety calls</li> <li>5. Antecedent/Behavior/Consequence data analyzed for Tier 3 students</li> </ol>
B. What are the targets/goals related to social/emotional growth?		<p>Cottonwood Elementary will assist students in developing, improving and maintaining social-emotional skills to help them be successful and responsible middle school and high school students.</p> <ol style="list-style-type: none"> <li>1. Students will have the social-emotional skills to achieve postsecondary success as measured by a 20% decrease in the number of social emotional behavior offenses by 2027.</li> <li>2. Students will have the social-emotional skills to achieve postsecondary success as measured by a 7% annual decrease in the number of</li> </ol>

		students who are chronically absent by 2027.
C. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		<p><b>Current state:</b> Kindergarten Roundup, ASQ screener for all incoming kindergartners, updates from Heartland preschool teachers.</p> <p><b>Desired state:</b> All students will enter Kindergarten with the social skills and academic skills necessary to be a successful student. Incoming students have attended preschool for at least one year prior to starting Kindergarten.</p>
D. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		<ul style="list-style-type: none"> <li>● Communicating with Pre-K teachers of future Kindergarten students in public and private preschools of these incoming students.</li> <li>● 100% of Kindergarten students complete the ASQ screener.</li> <li>● Alignment of curriculum and expectations with Pre-K teachers so Kindergarten students and parents will have a better understanding of academic and social skills needed to be successful students.</li> </ul>
E. How are successes of Individual Plans of Study being measured?	NA	
F. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA	
G. How are you ensuring students are civically engaged?		<p><b>Current state:</b> Kindergarten has firefighters visit, 1st grade makes cards and delivers them to local rest homes, 2nd grade has a food drive with items taken to the local food bank, 4th grade has the mobile fire house visit to teach fire prevention, and 5th grade</p>

		<p>gathers trash at the local park for Arbor Day. All students receive a Constitution Day lesson, send Thank You cards to hospital workers, and participate in Kansas Day activities.</p> <p><b>Desired state:</b> All teachers and all grade levels will plan and execute service projects each quarter that focus on community engagement.</p>
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Section 3: Curriculum Needs	Response	Description
<p>A. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</p>		<p><b>Current state:</b> Extended learning opportunities for Cottonwood students include Fine Arts Programs, Garden Club, and Summer School classes offered by certified instructors for students meeting identified criteria.</p> <p><b>Desired state:</b> Additional tutors to meet the needs of students before and after school for students.</p>
<p>B. Are there appropriate and adequate instructional materials?</p>	<p>Yes</p>	<p><b>Current state:</b> We do not have Tier 2 and 3 resources for Social-Emotional Learning. Our academic Tier 2 and 3 resources consist of i-Ready lessons targeting holes identified by the i-Ready diagnostic; Into Reading Foundational skills lesson; and Literacy First Phonics resources.</p> <p><b>Desired state:</b> Cottonwood Elementary desires additional Tier 2 and 3 Social-Emotional Resources.</p>
<p>C. Is current technology appropriate? If no, what technology is needed to support the curriculum?</p>	<p>Yes</p>	<p><b>Current state:</b> Current technology for Cottonwood students includes 1:1 Chromebooks, ELMO for every homeroom, and Promethean Boards in each</p>



		<p>classroom. Students take i-Ready tests in Math and Reading, and the Ed Program for Into Reading.</p> <p><b>Desired state:</b> We would like more technology that can replicate the state assessment format, multiple choice and computerized format.</p>
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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)	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.	No	<p><b>Current state:</b> Teachers monitor and enforce Speaking and Listening standards across all grade levels in ELA.</p> <p><b>Desired state:</b> All students will be proficient and score at Level 3.</p>
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	No	<p><b>Current state:</b> Although there are some modules that focus on social studies concepts, these are not found at each grade level. During Social Studies time (every other week), students are exposed to social studies standards.</p> <p><b>Desired state:</b> Missing curriculum and text resources for teaching, as well as time during the day.</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>No</p>	<p><b>Current state:</b> Although there are some modules that focus on social studies concepts, these are not found at each grade level. During Social Studies time (every other week), students are exposed to social studies standards.</p> <p><b>Desired state:</b> Missing curriculum and text resources for teaching, as well as time during the day.</p>
<p>4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.</p>	<p>No</p>	<p><b>Current state:</b> Mindfulness, Zones of Regulation, Second Step, Cottonwood Plan for Success, SABRS.</p> <p><b>Desired state:</b> We need to be able to have students take non-academic surveys that could be utilized to target interventions and resources to support students that have lagging social-emotional wellness.</p>
<p>5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.</p>	<p>No</p>	<p><b>Current state:</b> Teachers have access to Arts Infusion and some choose to bring in fine arts performers. Students participate in art and music each week. Students also have opportunities at Stiefel Theatre/ Salina Community Theater/Creede Repertory Theater.</p> <p><b>Desired state:</b> Increase and foster art opportunities for each classroom.</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>No</p>	<p><b>Current state:</b> Cottonwood does not have curricula, programs, or services that engage students in a process that leads students to a postsecondary plan. There is no set curriculum or outcome that all students can access.</p>

		<b>Desired state:</b> Collaboration between secondary teachers and business partners to give students a snapshot of current academic and vocational fields.
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.	No	<b>Current state:</b> Cottonwood does not have curricula, programs, or services that engage students in a process that leads students to a postsecondary plan.  <b>Desired state:</b> Collaboration between secondary teachers and business partners to give students a snapshot of current academic and vocational fields.

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	<b>Current state:</b> No.  <b>Desired state:</b> Cottonwood needs an additional reading interventionist for our K-2 students.
B. How many classified support staff are currently employed?		<b>Current state:</b> We currently have 30 paraprofessionals or instructional assistants on staff Pre-K through 5th grade.  <b>Desired State:</b> An instructional assistant in each homeroom.
C. How many classified support staff are needed?		<b>Current State:</b> Cottonwood has six instructional assistants.  <b>Desired state:</b> Additional assistance for K-1 and SPED would help support students and teachers.

D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	<p><b>Current state:</b> 1 full-time Counselor, 1 full-time Social Worker, 1 full-time Behavior Interventionist, 1 full-time Librarian, 1 full-time Nurse, 1 0.75 Art teacher.</p> <p><b>Desired state:</b> K-2 Reading Interventionist.</p>
E. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	<p><b>Current state:</b> Principal, Lead Teacher, Literacy Coach and Math Coach.</p> <p><b>Desired state:</b> More school initiated PD time with staff rather than District-initiated.</p>
F. What staff development is necessary for teachers to support student success and meet the school improvement goals?		<p><b>Current state:</b> Teachers have received training with our new reading series, "Into Reading." A few staff members are receiving training in Project Based Learning. We continue to provide training on classroom management.</p> <p><b>Desired state:</b> Teachers would like more training and support in working with Tier 2 or 3 students in the classroom.</p>

Section 6: Facility Needs	Response	Description
A. Is there adequate space for student learning?	No	<p><b>Current state:</b> Yes, we currently have enough space for student learning; however, our enrollment fluctuates and we could be up 100 students within a few years.</p> <p><b>Desired State:</b> Cottonwood Elementary could benefit from more support classrooms for students.</p>
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	No	We need additional storage space.

C. Are additional School Buses needed or any additional Routes needed?	No	
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Section 7: Family Needs/Community Relations	Response	Description
A. Do you have regular events to engage parents with teachers?	Yes	<p><b>Current state:</b></p> <ol style="list-style-type: none"> <li>1. Back to School Night</li> <li>2. Family University monthly</li> <li>3. PTA meetings monthly</li> <li>4. Book Fair 2 times per year</li> <li>5. Music Concerts for all grades annually</li> <li>6. Annual Bingo night with families</li> <li>7. Annual Marathon Night with families</li> <li>8. Fall/Spring Parent Teacher Conferences</li> <li>9. SITE Council Monthly</li> <li>10. Parents Visit Small Group Math to learn math games for home use</li> <li>11. Play Day</li> </ol> <p><b>Desired state:</b> Parents would like to see more flexibility and variety in times that events are offered.</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><b>Current state:</b> Family University - The VISION of Family University is to empower parents to raise children who are successful in school and in life by becoming full partners with Cottonwood Elementary in their child's education. Family University will provide parents and caregivers training and access to skills through collaboration with community and school resources.</p> <p><b>Desired state:</b> Cottonwood would like to continue to increase the number of attendees for our Family University events.</p>

C. Do you have an active Site Council?	Yes	<p><b>Current state:</b> The Cottonwood Site Council meets 6 times each school year. Staff, parents, and community members are involved in the meeting.</p> <p><b>Desired state:</b> Cottonwood would like to continue to seek more outside individuals from the community to join our Site Council.</p>
D. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	<p><b>Current state:</b> Yes, the Cottonwood PTA meets monthly.</p> <p><b>Desired state:</b> We would like to increase the number of parents involved in our PTA.</p>
E. What types of communication exists with families? Is it adequate?		<p><b>Current state:</b> Communication for Cottonwood families includes monthly school newsletters, an updated school website, contact from teachers, Parent/Teacher conferences twice a year, SIT meetings involving families that meet weekly, School Twitter, and a School Facebook page.</p> <p><b>Desired state:</b> We need to continue to be cognizant of parent communication needs and adapt when needed.</p>
F. What types of communication/social media exists with your community? Is it adequate?		<p><b>Current state:</b> Cottonwood Elementary uses Twitter, Facebook and our School Website.</p> <p><b>Desired state:</b> We need to continue to be cognizant of parent communication needs and adapt when needed.</p>

Section 8: School Data	Response	Description
A. Building Attendance Rate	91.1%	

B. Building Chronic Absenteeism Rate	32.7%	
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		
2. What is our building dropout rate?		
3. What is our average comprehensive ACT score?		

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>		<p><b>Current state:</b> Cottonwood Elementary faces and embraces the challenge of over 80% of students falling in the At-Risk category and 33% of students qualifying for SPED.</p> <p>We also have a high mobility rate with students enrolling and leaving our school. Cottonwood Elementary is observing continued social-emotional needs from students. These needs affect behavior, attendance, and academics. These students need explicit instruction and support as their skills develop.</p> <p>Staffing and retaining special education paraprofessionals is an issue. Another challenge is finding individuals that are considered experienced and highly qualified. Recruiting and retaining quality teachers has also become an issue.</p> <p><b>Desired state:</b> Students starting kindergarten will have the behavior and social skills necessary to learn. All</p>

		<p>students will have the self-regulation skills needed to maintain focus in the classroom.</p> <p>We need continued knowledge and skills in supporting students with Tier 3 behaviors. Additional training with regard to executive functioning skills would be beneficial to teachers and support students with social-emotional needs.</p> <p>We would also like to be able to pay classified staff more to keep them, as we are losing them to higher-paying jobs. We would like more staff to meet our challenges and keep our class sizes small. We would like to see school funding and supports that match the level of needs in each building.</p>
<p>1. Can these be achieved with additional resources?</p>	<p>Yes</p>	
<p>2. Why or why not?</p>		<p>Reducing class size would lighten the load on teachers, spreading the behaviors out, and allowing the teacher to provide specific feedback in the moment and explicit instruction, whether academic or social-emotional. Currently, students play on each other, which has a considerable impact on overall student engagement in the classroom. In turn, this would support teachers and increase chances for retention in the long run.</p> <p>The increased number of students identified with IEPs and needing special education support due to anxiety, behaviors, emotional stability, and autism has had a</p>



		<p>tremendous impact on the special education teacher(s). The number of challenges the school faces should also be at the forefront of funding channels.</p> <p>Mobility, SPED, At-Risk and mental health issues should receive appropriate attention and support for those buildings. Even though Cottonwood has Title funds, they are not enough to meet the needs of our students.</p> <p>ESSER funds have offered a great deal of support in providing intervention to students identified as needing additional support in the classroom due to social-emotional and academic needs. The bigger concern is what happens when we lose this extra funding because we have data to show the additional supports are making a difference.</p> <ul style="list-style-type: none"> <li>• 3 FTE classified interventionists</li> <li>• 2 FTE certified interventionists</li> </ul>
B. Additional building unique items:		

<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.		<p>Cottonwood Elementary faces and embraces the challenge of over 80% of students falling in the at-risk category and 33% of students qualifying for SPED. Cottonwood more than doubles the state averages of percent of students in these categories.</p> <p>Students are making gains at a steady rate toward benchmark progress. When our scores are compared to the state averages with regard to free lunch-eligible</p>

and students with disabilities, Cottonwood scores were 5% higher than the state average.

However, we are concerned about our scores as a building. We need to continue to close the gap. The assessments are one measure given at one moment in time, at the end of grades 3, 4, and 5. These scores are also indicative of the following concerns.

#### Social-Emotional Development of Students

- Student behaviors
  - o Apathy
  - o Refusal
  - o Elopement
  - o Explosive & violent
  - o Disrespect/insubordinate
- Student anxiety
  - o Heightened sensitivity to personal safety
  - o Lack of social awareness due to early development years being at home due to pandemic
  - o Trauma experiences due to pandemic or other
  - o Test anxiety

#### Academics:

- Learning loss due to the pandemic has only amplified the gap that exists in student learning
  - o Continued absences
  - o Lack of preschool experience with incoming students
  - o Student instruction needs
  - o Class size

		<ul style="list-style-type: none"><li>• Time spent at home on learning support<ul style="list-style-type: none"><li>o Parents can't or won't help</li><li>o Family isn't focused on education as much as other activities (i.e., gaming, sports, absent parent)</li></ul></li><li>• Teacher quality</li></ul>
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