



BUILDING NEEDS ASSESSMENT

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

Building South Middle School

Grades Served 6th - 8th

Section 1: Student Needs	Response	Description
A. Student Headcount		811
B. Percentage of students with an active IEP		21.08%
C. Percentage of students enrolled in English Language Learner (ELL) services		7.27%
D. Percentage of students identified as At-Risk (Free lunch)?		Free - 51.54% Free & Reduced - 62.27%
E. Pupil-teacher ratio average		58 Teachers, 811 Students, 13.98 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>Current state: It is difficult to meet the needs of our foster care students because we don't get 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.</p> <p>Desired state: Teachers are notified if a student is in foster care when they enroll. We will receive academic records in a timely manner so teachers have the background information needed to best meet the needs of the student.</p>
H. Are there gaps in student success among race/ethnicity student subgroups?		In general all of our subgroups performed lower than the school average in the state Math and English-Language Arts assessment. In Math, these particular sub groups stood out:

		<ul style="list-style-type: none"> ● Chronically Absent: 11% higher in level 1 and 6% lower in levels 3 and 4 ● ELL: 22% higher in level 1 and 16% lower in levels 3 and 4 ● Homeless: 12% higher in level 1 and 15% lower in levels 3 and 4 ● Free Lunch: 10% higher in level 1 and 8% lower in levels 3 and 4 ● Special Education: 37% higher in level 1 and 15% lower in levels 3 and 4 <p>English-Language Arts</p> <ul style="list-style-type: none"> ● Chronically Absent: 7% higher in level 1 and 8% lower in levels 3 and 4 ● ELL: 38% higher in level 1 and 21% lower in levels 3 and 4 ● Homeless: 10% higher in level 1 and 6% lower in levels 3 and 4 ● Free Lunch: 12% higher in level 1 and 8% lower in levels 3 and 4 ● African-American: 7% higher in level 1 and 18% lower in levels 3 and 4 ● Special Education: 41% higher in level 1 and 18% lower in levels 3 and 4
<p>I. Is there a tiered system of support to target reading growth?</p>	<p>Yes</p>	<p>Current state: 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</p>

		<p>and eighth grade students who are above grade level are offered an advanced ELA course.</p> <p>Desired state: We need 6th grade intensive reading and advanced reading classes to best meet the needs of all students. An additional 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>Current state: 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 six through eight.</p> <p>Desired state: To best meet the needs of all our students, we need 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.</p>
K. Are there local assessments to measure reading growth?	Yes	<p>Current state: We utilize the aReading Screener and classroom common assessments for all students.</p>

		<p>FastBridge CBMs and the BAS are administered to at-risk students in need of progress monitoring three times a year.</p> <p>Desired State: We would like to utilize one Reading screener to progress monitor Reading growth over the school year. One 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 is utilized at the elementary level.</p>
L. Are there local assessments to measure math growth?	Yes	<p>Current state: 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>Desired state: Continue with current state</p>
M. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	<p>Current state: Students have the availability to attend our after school program throughout the year. In addition we also offer student support during one class period per day to focus on assignments and activities they need to complete from their core classes. We also offer a month-long summer school program.</p> <p>Desired state: We use ESSER funds to provide additional after school program resources. Without these funds we would have to reduce the number of students we serve. We also serve students throughout the day in our student support program which provides a small group setting for students to receive small group intervention in their subjects. Students are taken out of an elective course to focus</p>

		on their math, reading and English work. This is also an ESSER position. 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.
N. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	<p>Current state: We are continuing to implement programs to help students maximize their scores including: Advanced math and ELA classes, reading and math intervention classes in addition to robust instruction in all general math and ELA courses. We are also utilizing KAP interim assessments in math and ELA.</p> <p>Desired state: We would like to promote a culture with more emphasis on state assessment results which requires getting the scores sooner. 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 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?	No	<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 20.7% to 30.7%, science from 22.12% to 32.12% and English from 23.19% to 33.19%.</p> <p>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 36.35% to 24.36%, science 45.23% to 34.23% and English 44.17% to 31.17%.</p>

Section 2: State Board of Education Outcomes	Response	Description
A. How is social/emotional growth being measured?	Yes	<p>We currently utilize the SAEBRS screener to measure social and emotional growth for students. Building discipline data is reviewed monthly by our building leadership and administrative teams. We identify areas of concern in regard to referral data, chronic absenteeism data and mental health referrals (students receiving mental health services). We also collect harassment reports to ensure we are addressing any student concerns. Our social work and mental health case workers conduct social groups during Advisory.</p> <p>Desired state: We need strategies to help regulate some students to make it through the school day. We also need to continue expanding 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. By the end of the 2027 school year our goal is to decrease chronic absenteeism from 28.6% currently to 13.6%. By the end of the 2027 school year our goal is to decrease behavior referrals from 717 currently to 616.</p>
B. What are the targets/goals related to social/emotional growth?		<p>Current state: Our top goal is to decrease the amount of disrespect 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 cougar cash. We are seeing increased mental health needs in many of our students in which</p>

		<p>we are not equipped with the skills necessary to best meet their needs.</p> <p>Desired state: Consistency across the building with all staff in regard to behavior expectations. We need a better way to teach social emotional and self regulation skills outside of advisory. Adding a behavior specialist for students receiving multiple referrals for disruptive behavior and insubordination is needed along with continuing to increase mental health services. Behavior referrals will continue to be used as a measure of social/emotional growth. By the end of the 2027 school year our goal is to decrease chronic absenteeism from 28.6% currently to 13.6%. By the end of the 2027 school year our goal is to decrease behavior referrals from 717 currently to 616.</p>
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>Current state: We offer a career and life planning class that is a requirement for all 8th grade students. In this class students develop and begin implementing their Individual Plans of Studies. 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 and life planning class and pre-enroll them into classes in high school based on the student's Individual Plans of Study. We also hold a parent enrollment meeting in</p>

		<p>December so parents are made aware of course offerings at the high school level.</p> <p>Desired state: 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>Current state: We teach civics content in our 6th and 7th grade social studies classes as well as our 8th grade History class. We also have a very active student council that develops student based activities and works closely with community civic organizations. Civic engagement is a vital component of the IPS process and through this our student 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>Desired state: Continue with current state</p>

Section 3: Curriculum Needs	Response	Description
A. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Yes	<p>Current state: We offer an after school program Monday through Thursday each week of the school year and serve approximately 60 - 75 students daily with 10 certified and 3 classified staff providing instructional support. We offer a summer school</p>

		<p>program at our high school for 20 students at each grade level. The summer school focuses on project based learning, math, reading and embeds a social emotional component.</p> <p>Desired state: Continue with current state</p>
B. Are there appropriate and adequate instructional materials?	Yes	<p>Current state: 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.</p> <p>Desired state: Our curriculum and resources need to align with state standards because of the emphasis on state assessment scores.</p>
C. Is current technology appropriate? If no, what technology is needed to support the curriculum?	No	<p>Current state: 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, printers and copiers are outdated which makes them unreliable and inefficient.</p> <p>Desired state: Having updated Promethean boards would increase student and teacher interaction. Reliable printers and copy machines would allow for more efficient use of teacher's time. We are in need of additional printers throughout the building that connect to chromebooks and a more efficient to factor authorization process.</p>

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	Yes	

education are taught. (only if building serves Grades 10-12)		
B. Is every child in your school provided at least the following capacities?		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	<p>Current state: Oral and written communication skills are embedded in our ELA standards which are taught in our classes. Currently we have 23.19% of our students scoring in the Level 3 and 4 range on the English state assessment and 44.17% scoring in the Level 1 on the English state assessment.</p> <p>Desired state: 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 31.17% or less scoring in Level 1 on the English state assessment.</p>
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	<p>Current state: 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 that they participate in at the beginning of the school year.</p> <p>Desired state: Enhance the current state by bringing in additional community speakers and going on field trips that focus on economic, social and political ideas.</p>
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	<p>Current state: 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</p>

		<p>curriculum. In the 8th grade students are exposed to how our federal government operates.</p> <p>Desired state: Continue with current state</p>
<p>4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.</p>	Yes	<p>Current state: Students are required to take a full year of Physical Education in the 6th grade and a semester in the 7th and the 8th grade. 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>Desired state: 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>	Yes	<p>Current state: 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. Our digital literacy class is out of date.</p> <p>Desired state: Continued involvement in the community and the high school arts programs with collaboration between the arts and core classes. Combining digital literacy into Career and Life 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>Current state: 8th grade students are required to take career and life planning as a semester class. In this class students continue to develop their Individual Plan 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.</p> <p>Desired state: 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>Current state: SMS students participate in scholars bowl, math relays and music competitions.</p> <p>Desired state: Continue with the current state and add robotics, Science olympiad and league art contests.</p>

<p>Section 5: Staff Needs</p>	<p>Response</p>	<p>Description</p>
<p>A. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?</p>	<p>No</p>	<p>Current state: Every classroom has a certified teacher in the content area being taught. We have large (28+) 6th grade reading classes, Physical Education classes (32+) and intervention classes (12+). We do not have adequate para support. We have an increase in the number of students eating breakfast at school.</p> <p>Desired state: We have a large student body requiring additional supervision during breakfast and lunch, additional teachers to curb class size and allow us to have interdisciplinary teams. Continued ESSER staffing for our math and reading intervention classes is needed to meet the needs of at-risk students.</p>

B. How many classified support staff are currently employed?		Current state: 49 Administrative Assistants (4), Instructional Assistants (3), Custodians (7), Food Service (7), High Incidence Para-Educators (9), Low Incidence Para-educators (15), 4 ESSER funded Instructional Assistants
C. How many classified support staff are needed?		Desired state: After ESSER funding subsidies, one instructional assistant, one high incidence para-educator, 1 Food Service worker, 1 building custodian.
D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Current state: We have 3 counselors, one at each grade level, a library media specialist, a school nurse and a social worker. Desired state: Social worker is an ESSER position that we would like to keep and we could definitely use a licensed behavior specialist.
E. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Current state: SMS principals attend monthly administrative and instructional leadership meetings provided by the school district. Administration then develops training for certified and support staff based on the content learned. Desired state: Administration needs to do better at aligning professional development with district goals and classroom walk throughs
F. What staff development is necessary for teachers to support student success and meet the school improvement goals?		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.

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+). 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 too small for the number of students in our building. The 6th grade wing needs a key fob entry. 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.

Section 7: Family Needs/Community Relations	Response	Description
A. Do you have regular events to engage parents with teachers?	yes	<p>Current state: We have parent teacher conferences, open house, fall Academic night, athletic events, music concerts, awards nights, incoming 6th grade orientation, PTO and site council meetings.</p> <p>Desired state: Continue current state</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?	Yes	<p>Current state: Caregivers can attend fall academic night (Skyward training), open house and incoming 6th grade orientation. We publish a newsletter, school website, weekly bulletin and social media posts.</p> <p>Desired state: Continue current state</p>
C. Do you have an active Site Council?	Yes	<p>Current state: We meet 6 times per year.</p> <p>Desired state: Continue current state</p>
D. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	<p>Current state: We meet 6 times per year.</p> <p>Desired state: Continue current state with additional information provided on PTO projects.</p>

E. What types of communication exists with families? Is it adequate?	Yes	Current state: We publish a monthly newsletter, building website, weekly bulletin and social media posts Desired state: Continue current state and add video messaging
F. What types of communication/social media exists with your community? Is it adequate?	No	Current state: Facebook Desired state: 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		28.62%
C. District Chronic Absenteeism Rate		32.76%
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?		Current state: One barrier we face is developing and fostering social and emotional skills with our students. The effects of the pandemic on mental wellbeing have been challenging. 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 reading supports for those students reading below grade level. Another issue we will look to address is our chronic absenteeism rate. Desired state: Find and deliver an effective social emotional curriculum that is engaging for middle school students outside of advisory class.
1. Can these be achieved with additional resources?	Yes	Find an effective social emotional curriculum that is engaging for middle school students and an effective way to deliver the message.
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 in which 77% of them are currently in level 1 on state assessments. In addition if bussing was moved closer than the 2.5 mile cutoff, this could potentially help with absenteeism.