

# BUILDING NEEDS ASSESSMENT



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

Building   Schilling   Grades Served   PreK-5th  

Section 1: Student Needs	Response	Description
A. Student Headcount		408
B. Percentage of students with an active IEP		25%
C. Percentage of students enrolled in English Language Learner (ELL) services		25%
D. Percentage of students identified as At-Risk (Free lunch)?		71%
E. Pupil-teacher ratio average		19
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> Students in foster care are often enrolled, and begin attending, with minimal academic, behavioral, and social/emotional information provided to the school. Students are often enrolled and we do not know the level of language support needed until after they begin.</p> <p><b>Desired State:</b> 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 occur between</p>

		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><b>Current State:</b> 40% of our non-white students performed at Level 3 on the state ELA assessment compared to 25% of our white students.</p> <p>6% of our non-Hispanic students performed at Level 4 on the ELA assessment compared to 1% of our Hispanic students.</p> <p>11% of our non-Hispanic students scored at Level 4 on the state math assessment compared to 0% of our Hispanic students.</p> <p>37% of our non-white students performed at Levels 3 and 4 on the state math assessment compared to 27% of our white students.</p> <p><b>Desired State:</b> All students, in all subgroups, will perform at Level 3 or 4 on state assessments.</p>
I. Is there a tiered system of support to target reading growth?	Yes	<p><b>Current State:</b> All students receive instruction during whole group reading that is guided from the Into Reading Resource with grade-level standards. This resource is new this year. During small group reading, the Benchmark Assessment System (BAS), Reading Diagnostic Assessment (RDA), and Phonological Skills Awareness Test (PAST) assessments are used to create flexible guided reading groups and intervention groups.</p>

		<p>Our building utilizes the BAS for students' reading levels. This assessment is given formally at the beginning, middle, and end of each school year. Progress monitoring is conducted each month to determine adjustments in instructional levels.</p> <p>The district RDA and PAST are used to determine specific areas of phonological awareness and phonics instruction. Students' knowledge of high frequency words is also assessed. These assessments are formally given at the end of each quarter. Students needing more direct instruction have additional teacher time to work on needed skills as defined by the data.</p> <p><b>Desired State:</b> We need additional time and personnel to fill gaps in language instruction, including ESL and reading. We need to utilize our bilingual instructional assistants to inform teachers on basic Spanish language phrases that can be incorporated into instruction to increase engagement.</p>
<p>J. Is there a tiered system of support to target math growth?</p>	<p>Yes</p>	<p><b>Current State:</b> All students receive whole group math instruction on grade level content standards. This instruction is guided by the Eureka Math series.</p> <p>Students take the i-Ready assessment in the fall, winter, and spring. These results, as well as classroom assessments, are used by the classroom teachers to</p>

		<p>create small groups for re-teaching and to provide enrichment. Some grade levels have extra support to help lower group size and differentiate instructional skills.</p> <p><b>Desired State:</b> We need a universal screener for selecting students who attend support outside the classroom. We need a progress monitoring tool to ensure growth in all students. Additional personnel who can address individual and small group math data are needed.</p>
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 (RDA)</li> <li>● Phonological Skills Assessment (PAST)</li> <li>● i-Ready Reading Assessment</li> <li>● Into Reading Module Assessments for Reading and Writing</li> </ul> <p><b>Desired State:</b> Continue with these current assessments.</p>
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>● Math In Focus Mid and End of Module Assessments</li> <li>● Third grade Fact Fluency Assessment</li> </ul> <p><b>Desired State:</b> We need a universal screener and a progress monitoring tool.</p>

		The third grade Fact Fluency Assessment is being revised to meet best practices.
M. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	<p><b>Current State:</b>  Students attend field trips to various locations (zoo, Salina Community Theatre, and the Stiefel Theatre) in the Salina community that connect to the grade level standards.</p> <p>Fifth grade students attend Kansas STARBASE.</p> <p>Arts Infusion presentations are brought into classrooms to connect with content learning.</p> <p>Kansas Cosmosphere presentations are brought into the building for Kindergarten through second grade to incorporate STEM instruction.</p> <p><b>Desired State:</b>  All grade levels will participate in one community learning experience throughout the school year.</p> <p>Arts Infusion presentations will continue to be brought into the building to connect learning.</p> <p>Continue to partner with Dane Hansen and the Kansas Cosmosphere, and expand to other grade levels.</p>
N. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		<p><b>Current State:</b>  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.</p>

		<p>For math, we are offering incentives at the classroom, grade level, and building level if students pass i-Ready lessons. 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.</p> <p>We take the interim assessments for reading and math to familiarize students with the formatting of the assessments.</p> <p><b>Desired State:</b> Teachers will consistently set goals and monitor growth for their students in reading and math throughout the year.</p> <p>Teachers will teach and practice test-taking strategies throughout the year.</p> <p>Teachers will utilize interim assessments to teach students how to use the technology of the state assessment programs.</p>
<p>O. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</p>	<p>No</p>	<p><b>Current State:</b> No targets/goals.</p> <p><b>Desired State:</b> By 2028, all students will be proficient on the state assessments in ELA, Math, and Science.</p>

	<p>Beginning in spring 2023 and each following year, Schilling will increase the number of students scoring in Levels 3 and 4 on the state math assessment by 14%.</p> <p>Beginning in spring 2023 and each following year, Schilling will increase the number of students scoring in Levels 3 and 4 on the state ELA assessment by 13.8%.</p> <p>Beginning in spring 2023 and each following year, Schilling will increase the number of students scoring in Levels 3 and 4 on the state science assessment by 13.4%.</p>
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Section 2: State Board of Education Outcomes	Response	Description
A. How is social/emotional growth being measured?		<p><b>Current State:</b> SAEBRS data is collected in the fall, winter, and spring. Office referral data is collected throughout the year.</p> <p><b>Desired State:</b> SAEBRS data will be used to create small groups working on similar skills. SAEBRS data is used to support and address individual needs. Office referral trend data will be used to create counseling lessons that support needs for grade levels and classrooms.</p>
B. What are the targets/goals related to social/emotional growth?		<p><b>Current State:</b> We are working to be proactive with students rather than reactive. Our behavior support staff have scheduled breaks with students that focus on goal setting, emotional regulation, and relationship</p>

		<p>building. The counselor and social worker meet with individual students and small groups based upon needs.</p> <p><b>Desired State:</b> Students will learn to identify their emotional state, regulation strategies, and verbalize their needs.</p> <p>Having a full-time social worker and counselor are essential to meeting the social/emotional needs that impact our students during the school day.</p>
<p>C. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)</p>		<p><b>Current State:</b> Students are enrolled into Kindergarten by parents. The Kindergarten team spends the first portion of the school year teaching expectations and the way our school functions. ASQ is given. Kindergarten students participate in two days of “camp” before beginning the traditional school year. Kindergarten Round-Up is held in July each year.</p> <p><b>Desired State:</b> Kindergarten Round-Up should occur in April, in order to begin early communication and provide support for families. 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.</p>
<p>D. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)</p>		<p><b>Current State:</b> Age requirements are set by the state.</p>



		<p>Communication with pre-Kindergarten teachers occurs to help transition students to a full day school. Kindergarten parents complete the ASQ screener.</p> <p><b>Desired State:</b> Increase communication with parents about the importance of pre-Kindergarten.</p> <p>Make available the resource list for community members to access in daycares and preschools in the area.</p> <p>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.</p> <p>Expand pre-Kindergarten programming options to serve more students.</p> <p>Offer a pre-Kindergarten informational session in the spring.</p>
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> The Pledge of Allegiance is stated every day by a 5th grade student volunteer.</p>

		<p>Students participate in Constitution Day activities.</p> <p>Module units in reading cover civic responsibilities. Our student council meets monthly. These students work on projects for students and staff that help support our school.</p> <p>5th grade classes have a buddy time with Kindergartners to read aloud, practice math, or complete projects.</p> <p><b>Desired State:</b> We need more leadership opportunities for our students within the building. This can include tutoring buddies and vertical family groups that allow for ownership and belonging in our building.</p>
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<b>Section 3: Curriculum Needs</b>	<b>Response</b>	<b>Description</b>
<p>A. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</p>		<p><b>Current State:</b> We offer Owl Academy for 90 minutes after school, four days a week. We have three 5-week sessions throughout the year. We focus on Tier 2 instruction for reading and math at grades 1-5 for selected students. Their instruction is based upon individual students' needs from assessments to help close academic gaps.</p>

		<p><b>Desired State:</b> Owl Academy is staffed to offer instruction to Tier 2 and Tier 3 students.</p>
B. Are there appropriate and adequate instructional materials?	No	<p><b>Current State:</b> Instructional materials are provided in English with limited resources in Spanish.</p> <p><b>Desired State:</b> All curriculum resources should be purchased in both Spanish and English. By providing students the opportunity to be successful in both Spanish and English languages this helps ensure language barriers are not present in the classroom. By providing materials in Spanish, it fosters a sense of belonging in our building and importance of their language.</p>
C. Is current technology appropriate? If no, what technology is needed to support the curriculum?		<p><b>Current State:</b> Each classroom has a promethean board and students have individual Chromebooks.</p> <p>Homeroom classes have ELMOs.</p> <p>Google Suite, Clever, and online programs for learning are available for teacher and student use.</p> <p><b>Desired State:</b> Technology needs to be updated and relevant to meet the needs of students and stay current with best practices and skills needed for the world.</p>

Section 4: Educational Capacities	Response	Description
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<b>(pursuant to K.S.A .72-3218)</b>		
A. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grades 10-12)		N/A
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> Students who need extra or differentiated supports are often pulled for these services during writing instruction.</p> <p><b>Desired State:</b> Continue to use Morning Meetings. Training on cooperative learning strategies will increase student engagement and communication. These will help students gain in-the-moment communication skills.</p>
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	No	<p><b>Current State:</b> Students have social studies every other week for 25 minutes.</p> <p><b>Desired State:</b> Purposeful scheduling will help to incorporate social studies instruction throughout the week.</p> <p>Discussions in classrooms will generate ideas from students on the projects they can design and implement to give back to our building or community.</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> Students have social studies every other week for 25 minutes.</p> <p><b>Desired State:</b> Purposeful scheduling will help to incorporate social studies instruction throughout the week.</p> <p>Discussions in classrooms will generate ideas from students on the projects they can design and implement to give back to our building or community.</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> Students receive mental health services.</p> <p>Students are not successfully interacting appropriately at recess.</p> <p>Students are unable to articulate their emotions appropriately.</p> <p>Students come to school without breakfast.</p> <p>Students are unable to see the importance of attendance or the academic impact of being absent.</p> <p>There is a disconnect between families and school during open enrollment in regards to forms and location.</p> <p><b>Desired State:</b></p>

		<p>Partnerships that allow mental health workers to see students during the school day should continue.</p> <p>Students will communicate their needs.</p> <p>Providing students with self-regulation and communication skills will help students play with one another at recess.</p> <p>Students will make healthy choices in activities during recess.</p> <p>Breakfast should be offered until 15 minutes past the beginning bell of the day.</p> <p>Educating our families on the importance of open enrollment, in order to ensure that all paperwork is completed and their families' needs are met. Offering open enrollment at the building level will increase belonging and build relationships with families.</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> Fourth and fifth grade students can participate in the Schilling Choir.</p> <p>Stiefel Theatre offers free productions during the school year that grade levels can attend.</p> <p>Music programs at each grade level are done throughout the year.</p> <p>Band and orchestra are offered to fifth grade students.</p>

		<p>Art is offered once a week to 1st-5th grades.</p> <p>Music is offered each week in pre-Kindergarten-5th grade classes.</p> <p><b>Desired State:</b> Continue with the current state.</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.		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> Schilling has one teacher who is not fully licensed. They are completing their student teaching while also working as a homeroom teacher.</p> <p><b>Desired State:</b> Schilling staff will be highly qualified for the area in which they are teaching.</p>
B. How many classified support staff are currently employed?		<p><b>Current State:</b> Instructional Assistants-4 Paraprofessionals-10 Bilingual Assistants-3</p> <p><b>Desired State:</b></p>

		Continue to try to fully staff these positions to meet our student needs.
C. How many classified support staff are needed?		<p><b>Current State:</b> Paraprofessional positions were open at the beginning of the school year and still remain open (5 total). Other paraprofessional positions have opened since the beginning of the year.</p> <p><b>Desired State:</b> Continue to try to fully staff these positions to meet our student needs.</p> <p>An additional bilingual assistant is needed to bridge the language barrier for students.</p>
D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	<p><b>Current State:</b> A full-time counselor is on staff.</p> <p>Through the use of ESSER funds, a full-time social worker is on staff.</p> <p>A full-time nurse is available to meet student needs.</p> <p>A full-time librarian is on staff.</p> <p><b>Desired State:</b> Continue with current state.</p>
E. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	No	<p><b>Current State:</b> Principal, lead teacher, and academic coaches lead staff development sessions.</p> <p><b>Desired State:</b></p>



		<p>Staff development leaders will be trained on engaging adult learning structures and delivery techniques.</p> <p>Staff development leaders will be trained in data analysis structures.</p>
F. What staff development is necessary for teachers to support student success and meet the school improvement goals?		<p><b>Current State:</b> Staff development sessions are developed upon current data and needs as seen by administration.</p> <p><b>Desired State:</b> All staff should be trained in social/emotional support that can occur within the classroom.</p> <p>All staff should be trained in ESL strategies and key phrases in Spanish that will help new students navigate their day. This would be provided by our bilingual staff and ESL teachers.</p>

Section 6: Facility Needs	Response	Description
A. Is there adequate space for student learning?	Yes	<p><b>Current State:</b> Student intervention services are conducted in hallways due to lack of classroom spaces.</p> <p>Special education services are provided in various locations causing resources to be moved.</p> <p>Community Mental Health Supports do not have a consistent place to provide services to students.</p> <p>Teachers share classrooms.</p>

		<p><b>Desired State:</b> Special services for students will have their own space to store materials and deliver services while respecting the privacy of students.</p>
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	Yes	<p><b>Current State:</b> Students use the safe room to regulate their emotions.</p> <p><b>Desired State:</b> Adding a step-down room to the safer space will allow students to better transition successfully back to the classroom.</p>
C. Are additional School Buses needed or any additional Routes needed?	No	<p><b>Current State:</b> Currently, we have three general education routes, one special education route, and a pre-Kindergarten route.</p> <p><b>Desired State:</b> Continue with the current state.</p>

Section 7: Family Needs/Community Relations	Response	Description
A. Do you have regular events to engage parents with teachers?	No	<p><b>Current State:</b> Parent-teacher conferences are held in the fall and spring to update parents about student progress. Teachers who have identified students as needing support have parent meetings every 6-8 weeks with our student intervention team.</p> <p><b>Desired State:</b></p>

		<p>Group conferences will be held at the beginning of the school year in which parents can meet teachers and learn grade level expectations.</p> <p>Teachers will create parent involvement activities that engage parents in content and learning once per quarter.</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?	No	<p><b>Current State:</b> We do not currently offer caregiver training.</p> <p><b>Desired State:</b> We will work to create parent involvement activities that support learning at-home in math, reading, and social/emotional regulation.</p>
C. Do you have an active Site Council?	Yes	<p><b>Current State:</b> Our site council meets once a month. We currently have eight members with three being community stakeholders. Schilling staff present information about our building and share information about events.</p> <p><b>Desired State:</b> We would like to expand our number of community stakeholders.</p>
D. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	<p><b>Current State:</b> Our PTO meets once a month. Our PTO sponsors two family nights per year, BINGO night and the carnival. Our PTO has four active parents that regularly attend the meetings and volunteer.</p> <p><b>Desired State:</b> Our PTO will grow to include more active parents.</p>

<p>E. What types of communication exists with families? Is it adequate?</p>		<p><b>Current State:</b>  Building Newsletter and Skylert messages are in both English and Spanish.</p> <p>Facebook and the school website are in English only.</p> <p>Clever and Class Dojo are used at teacher discretion.</p> <p><b>Desired State:</b>  Communications will be used to celebrate our students and teachers as well as inform parents about building events.</p> <p>Our communications will be adequate when they are each available in both English and Spanish.</p>
<p>F. What types of communication/social media exists with your community? Is it adequate?</p>		<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>  Keeping these up-to-date will increase our communication with community members.</p>

Section 8: School Data	Response	Description
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>		<p><b>Current State:</b></p> <ul style="list-style-type: none"> <li>● Emotional regulation</li> <li>● Language acquisition</li> <li>● Kindergarten readiness</li> <li>● Accessibility to preschool</li> </ul> <p><b>Desired State:</b></p> <p>Continue to build positive relationships with parents that increase two-way communication between homes and the school.</p> <p>An additional pre-Kindergarten classroom will increase the number of students who can be served.</p>
<p>1. Can these be achieved with additional resources?</p>		<p>Yes</p>
<p>2. Why or why not?</p>		<p>To build positive relationships, open enrollment should be conducted at Schilling to help foster relationships with students and parents.</p> <p>With additional resources, staffing can be hired and materials can be purchased to support additional learners.</p>
<p>B. Additional building unique items:</p>		<ul style="list-style-type: none"> <li>● Language barriers</li> <li>● High numbers of students who require busing</li> </ul>

<b>Section 10: Building Barriers Statement</b>	<b>Response</b>	<b>Description</b>
A. The barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment.		<ul style="list-style-type: none"><li>● Kindergarten Readiness</li><li>● Language barriers</li><li>● Social/emotional regulation</li></ul>