

BUILDING NEEDS ASSESSMENT



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

Building Grace E. Stewart Elementary Grades Served PreK-5th

Section 1: Student Needs	Response	Description
A. Student Headcount	417	
B. Percentage of students with an active IEP	102	24%
C. Percentage of students enrolled in English Language Learner (ELL) services	38	9%
D. Percentage of students identified as At-Risk (Free lunch)?	134	32%
E. Pupil-teacher ratio average		20:1
F. Pupil-teacher ratio median		19:1
G. Are the needs of foster care students being met? If not, what support is needed?	Yes	<p>Our social worker and/or counselor are added to the child’s case to coordinate community and school resources and services. Currently, we have a full-time counselor and social worker to provide the necessary services. It is our desire to continue with these full-time supports to ensure adequate support for our students in crisis.</p> <p>One common issue we often see with foster children is that we do not get all of the student information when they arrive, and this can be challenging to meet their needs.</p>
H. Are there gaps in student success among race/ethnicity student subgroups?	Yes	Currently, we have students from eight cultures speaking different languages. This creates a language

		barrier for parents and students. Effective communication in a student's home language is needed to enhance student success.
I. Is there a tiered system of support to target reading growth?	Yes	<p>Multiple data points are gathered and analyzed to place students in tiered supports. Students receive MTSS supports on a daily basis. There is additional direct instruction time for those students at greater risk.</p> <p>Additional instructors are needed to help drill down instruction to focus on specific individual needs.</p> <p>Special education teachers need additional resources to provide specialized instruction. When students have reached on-grade-level expectations, they move out. Tiered groups are fluid.</p>
J. Is there a tiered system of support to target math growth?	Yes	<p>Multiple data points are gathered and analyzed to place students in tiered supports. Currently, we have time included in our schedule for targeted math instruction and growth. At-Risk and Interventionist teachers provide intensive Math supports for At-Risk students.</p> <p>A Math Coach is needed to facilitate professional development, ensure explicit instruction and accountability, and provide modeling and timely feedback to staff.</p>
K. Are there local assessments to measure reading growth?	Yes	Currently we use the Fountas & Pinnell Benchmark Assessment System, Reading Diagnostic Assessments, and <i>Into Reading</i> Module reading and writing

		<p>assessments as our local assessments. It would be our desire to continue these local assessments.</p> <p>We would like our local assessment to be a better predictor of state assessment performance. We desire to have data that is easily disaggregated so we can easily meet the needs of all our students in a meaningful way.</p>
L. Are there local assessments to measure math growth?	Yes	<p>Currently we use the Engage New York Math/Eureka Curriculum end-of-module test as our local assessment. It would be our desire to continue these local assessments.</p> <p>We would like our local assessment to be a better predictor of state assessment performance. We would like to have a district fluency assessment screener as well. We desire to have data that is easily disaggregated so we can easily meet the needs of all our students in a meaningful way.</p>
M. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	<p>Students qualifying for Gifted Services have additional opportunities to extend learning.</p> <p>Our kids have numerous field trip opportunities ranging from the arts to the sciences, to sporting events, as well as guest artists and speakers.</p> <p>We would like to have all students have access to academic needs outside the traditional classroom setting.</p>
N. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		<p>The Math Interim will be embedded into classroom instruction. Grades 3-5 will take the Reading Interim</p>

	<p>midyear. Results will be used to determine gaps in learning and the next steps for instruction.</p> <p>The desire for Stewart Elementary would be for daily instruction to match the rigor of our State Test.</p> <p>Traditional SMART goal-setting is part of our PLC practices. Students set goals for reading and math growth as well.</p>
<p>O. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</p>	<p>Our goal is for all kids to be engaged in productive struggle and to reach their highest individual potential.</p> <p>Stewart KESA Goals 2022-23</p> <p><u>ELA Goal</u> Students will have the critical thinking skills to achieve postsecondary success, as measured by a 5% increase in Level 3 & 4 performance on the Kansas ELA Assessment by 2027.</p> <p>Students will have the critical thinking skills to achieve postsecondary success, as measured by a 5% decrease in Level 1 performance on the Kansas ELA Assessment by 2027.</p> <p><u>Math Goal</u> Students will have the critical thinking skills to achieve postsecondary success, as measured by a 5% increase in Level 3 & 4 performance on the Kansas Math Assessment by 2027.</p>

		<p>Students will have the critical thinking skills to achieve postsecondary success, as measured by a 5% decrease in Level 1 performance on the Kansas Math Assessment by 2027.</p> <p><u>Science Goal</u> Students will have the critical thinking skills to achieve postsecondary success, as measured by a 5% increase in Level 3 & 4 performance on the Kansas Science Assessment by 2027.</p> <p>Students will have the critical thinking skills to achieve postsecondary success, as measured by a 5% decrease in Level 1 performance on the Kansas Science Assessment by 2027.</p>
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Section 2: State Board of Education Outcomes	Response	Description
A. How is social/emotional growth being measured?	Yes	<p>SAEBRS through Fast Bridge is our screening tool; we are using the SAEBRS Teacher Screening Tool scores to make social groups as well as determine 1:1 work with our social worker and counselor.</p> <p>Other Tools:</p> <ul style="list-style-type: none"> ● Belonging survey ● Office Referrals and ● Chronic Absenteeism <p>We will monitor and improve data related to Chronic Absenteeism and Discipline.</p>

<p>B. What are the targets/goals related to social/emotional growth?</p>		<p>Staff will use best practices to support student needs, address barriers, and enhance belonging.</p> <p>*We will decrease S/E (Social-Emotional) office referrals by 2 % each year. *We will set a goal using SABERS data and decreasing S/E lagging skills by 2 % each year. *We will decrease chronic absenteeism by 2 % each year. *We will decrease Office Referrals by 2% as well.</p>
<p>C. How do you determine students are ready for Kindergarten? (only if the building serves Kindergarteners)</p>		<p>ASQ, Kindergarten Camp observation data, and preschools on campus help us determine if students are ready for Kindergarten.</p> <p>Our desire is an enhanced relationship with the preschools in order to ensure kindergarten readiness and universal preschool for all.</p>
<p>D. What are the targets/goals related to Kindergarten Readiness? (only if the building serves Kindergarteners)</p>		<p>Age requirements are set by our state. We have a goal of 100% ASQ Completion. Our current percentage is 99%.</p>
<p>E. How are successes of Individual Plans of Study being measured?</p>	<p>NA</p>	
<p>F. What are the targets/goals related to postsecondary completion/attendance? (only if the building serves Grade 12)</p>	<p>NA</p>	
<p>G. How are you ensuring students are civically engaged?</p>		<p>While we participate in Constitution Week, and Veterans Day, and have community partners, we feel this is an area in which we can improve.</p>

		<p>Our reading curriculum touches on some governmental processes and economic and social systems.</p> <p>Civic engagement is embedded in our PRIDE PBIS character program and our 2nd-Step lessons, by teaching social skills and how to be a good friend.</p> <p>Our You Make a Difference committee collects food for the food bank, socks, and other items.</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>Yes</p>	<p>Our district provides Elementary Summer School at two locations for any child that meets the qualifications. Reading, writing, and math skills are addressed as needed.</p> <p>For grades 3-5, Stewart Elementary offers before-school tutoring focusing on Math fluency and Math skill remediation.</p> <p>1st-5th grade students are offered time before the formal school day begins to work on their i-Ready Math pathway.</p> <p>Our district needs a better Math Summer School screener to place students with up-to-date student data. Currently, we use Winter data.</p>
<p>B. Are there appropriate and adequate instructional materials?</p>	<p>Not always</p>	<p>Our special education teachers lack resources for specialized instruction. <i>Teachers Pay Teachers</i> is often</p>

		the “go-to” website to obtain instructional materials for Tier 3 instruction.
C. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	1-to-1 Chromebooks. However, it can often take the place of face-to-face, human interaction, and instruction. We desire a teacher trained to provide instruction in computer skills.

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)	NA	
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 civilizations.	In Process	This is a top priority our entire district is working toward. Writing instruction is provided to students in the ELA block. Students K-5 are formally assessed on writing using a multi-standard rubric 8-9 times per year. Students in grades K-5 are formally assessed on a Speaking & Listening rubric at least twice per year.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	In Process	Students participate in bi-weekly social studies classes with a designated teacher. Approximately half of our Reading Modules have a social studies theme/concept.

3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	In Process	Students participate in bi-weekly social studies classes with a designated teacher. Approximately half of our Reading Modules have a social studies theme/concept.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	In Process	Students have several opportunities in the school day to learn and practice social-emotional strategies including S/E time at the start of every day, counselor classes bi-monthly, and lessons in the Second Step Curriculum.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	In Process	1st-5th grade students participate weekly in art class to learn and practice artistic skills. Additionally, teachers participate in the Art Infusion offers as well.
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.	No	Students are exposed to career opportunities through field trips and learning about community helpers. Soft skills, such as work ethic and grit, are taught during social-emotional learning.
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	Students are exposed to career opportunities through field trips and learning about community helpers. Soft skills, such as work ethic and grit, are taught during social-emotional learning.

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?		A certified teacher is in every classroom. New teachers are provided monthly training to support learning everything that goes on in our building and school district in the first year of teaching. Ideally, a third special education teacher is needed to service the numbers and needs of our special education population.

B. How many classified support staff are currently employed?		14 paraeducators.
C. How many classified support staff are needed?		We have adequate paras to meet the needs of our students.
D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?		We wish to have a math coach whose expertise would guide our teachers' PLC time, gather data for tiered support, and help teachers to model good instructional practices.
E. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?		<p>We feel our district provides the necessary training to help our leaders train others.</p> <p>Our building's Continuous Improvement Plan for 2022-23 is focused on reading curriculum, productive struggle, and Higher Level Questioning.</p>
F. What staff development is necessary for teachers to support student success and meet the school improvement goals?		<p>Below are the three staff development goals for our 2022-23 school year. All SD is focused on these goals.</p> <p><u>Reading Goal</u> Teachers will grow in knowledge and application of ELA content by implementing Into Reading. This will be achieved by understanding Into Reading's alignment to Kansas ELA standards, Module, and lesson planning, and continued professional development by working with teammates, PLCs, and building lead professional development.</p> <p><u>Social-Emotional</u> Staff will continue to grow in their understanding of the social-emotional needs of our students and families. Staff will use best practices to support student needs, address barriers, and enhance</p>

		<p>belonging. This will be achieved through training by our social worker and counselor, as well as continued implementation of our building-wide social-emotional block of time.</p> <p>Critical Thinking Staff will be able to define critical thinking. Staff will improve questioning techniques to engage students in higher-level critical thinking. This will include cooperative learning, project-based learning, debating, listening to understand, riddles, using different points of view, and gradual release of responsibility with thinking time.</p>
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Section 6: Facility Needs	Response	Description
A. Is there adequate space for student learning?	Yes	
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?		Our goal is to have desks for each student instead of shared tables.
C. Are additional School Buses needed or any additional Routes needed?		We do have a few students who do not qualify for busing but struggle with transportation to and from school.

Section 7: Family Needs/Community Relations	Response	Description
A. Do you have regular events to engage parents with teachers?	Yes	We have numerous events for families throughout the school year, including a school birthday celebration in January, Marathon in the Fall, quarterly PTA events, Parent Teacher Conferences biannually, and more.
B. What types of caregiver training programs (teaching guardians how to give students help with homework, use	Yes	Teachers provide parents with reading and math parent newsletters.

<p>technology that students will be required to use, etc.) are provided?</p>		<p>Zearn is available for home use as needed.</p> <p>Teachers support parents through phone calls, emails, and face-to-face conversations.</p> <p>Teachers provide access to community reading programs for families to participate in.</p> <p>We have a Student Support Team that provides additional support as needed for students with T2 and T3 needs.</p> <p>We share information about community opportunities in which families may be interested in participating.</p> <p>We provide Book Fairs twice a year for families to purchase books for home.</p> <p>We have a Little Library on our campus for free book sharing.</p>
<p>C. Do you have an active Site Council?</p>	<p>Yes</p>	<p>Our Site Council is invested, active, and eager to help our school improve.</p>
<p>D. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	<p>Our PTA is exceptional, hard-working, and supportive.</p>
<p>E. What types of communication exists with families? Is it adequate?</p>	<p>Yes</p>	<p>We have a robust social media presence. We use Skylert weekly for sharing information with our families. Our students have communication folders for a home-to-school connection to learning. We send out monthly Newsletters and have a school website.</p>
<p>F. What types of communication/social media exist in your community? Is it adequate?</p>	<p>Yes</p>	<p>Parents report they know what is going on at school and receive plenty of information.</p>

		We have noted that sometimes our Vietnamese families are not clear about the information shared (even with translations).
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Section 8: School Data	Response	Description
A. Building Attendance Rate		93.8%
B. Building Chronic Absenteeism Rate		17.8%
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		NA
2. What is our building dropout rate?		NA
3. What is our average comprehensive ACT score?		Our District average is 19.8.

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?		<p>A full-time social worker is needed beyond ESSER funds. The need for Social-Emotional support for students is high. Help with family supports such as when trauma or crisis occurs, a child is out of medication, housing needs, etc., is not something that will decrease.</p> <p>Communication tools for ESOL families is a barrier as well. There are 8 different languages served at Stewart Elementary and we have a translator for Spanish-speaking families only. Families speaking languages other than Spanish are underserved.</p>
1. Can these be achieved with additional resources?	yes	

2. Why or why not?		
B. Additional building unique items:		See below.

Section 10: Building Barriers Statement	Response	Description
<p>A. The barriers must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on the state assessment.</p>		<p><u>Provide a full-time Math Coach</u> We are finding that we are well behind other Salina buildings in our fidelity of small-group math instruction. Our Grade Level Leaders are doing what they can but we lack the full potential of a building math coach (missing out on gathering reports and responding to the data; helping with groupings and intensive instructional supports, frontloading and guiding lessons with the end in mind, modeling, feedback, accountability, expertise, etc.).</p> <p><u>Continue to fund an At-Risk Teacher for 3-5</u> In addition to supporting teachers with a Math Coach, the continuation of a 3rd-5th Grade At-Risk teacher is needed beyond what ESSER Funds provide. Students in grades 3-5 have had the benefit of targeted, skill-specific instruction in a small group for an extra 20 minutes per day. The time devoted to this intervention would not be possible in a general education classroom. Missing skills are being remediated; student data, as well as student motivation, show the benefits of an additional At-Risk teacher.</p> <p><u>Provide adequate Special Education Supports</u> Our special education students face barriers when it comes to achieving proficiency on the state</p>

		<p>assessment. These barriers include not being provided a curriculum to address their individual needs, and special education staff having very high caseloads. Students who need primarily self-contained services, and students who need one or two small groups, make planning and scheduling very tricky. As our most needy students, opportunities for small group and individualized instruction are crucial. Our special education teachers need to have resources available to pull from to address these students' unique needs and time to make it happen. Creating their own curriculum or using resources that are not research-based is not best for these kids.</p>
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