

2024-2025 Building Needs Assessment for 2025-2026 Budget Considerations Heusner Elementary School (Grades PreK-5)



[Heusner Elementary School 2022-23 Accountability Report](#)

School Improvement - Fundamentals

The four fundamentals are interconnected and associated with actions that each school system must implement so students can meet our state's rigorous standards.

Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
We apply an explicit, systematic, diagnostic, and cumulative approach to teaching literacy that acknowledges the value of both word recognition and oral/written language comprehension as evidenced in all grades and disciplines. ● Phonemic Awareness ● Phonics ● Fluency ● Vocabulary ● Comprehension	We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in preK-12. ● Learning Intentions ● Success Criteria ● Academic Rigor ● Scope & Sequence	We assess students for risk and standards in preK-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement. ● Formatives ● Summatives ● Progress Monitoring ● Screening ● Diagnostic	We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials (HQIM) in preK-12. ● High Expectations ● Culturally Responsive ● Differentiation ● Academic & SEL ● Student Dispositions

Communication Goals – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.
KSA English Language Arts: Decrease % at Level 1	Heusner's overall 5 Year Goal is to have a 13% decrease in the number of students performing at a Level 1 on the KS English Language Arts Assessment by 2027. (Baseline Year was 2021-22.) 30.66% of Heuser students scored a level 1 on the Kansas Reading Assessment. This is a 5.34% decrease from the 2021-22 baseline year.
KSA English Language Arts: Increase % at Level 3 & 4	Heusner's overall 5 year goal is to have a 10% increase in the number of students performing at a Level 3 or 4 on the KS English Language Arts Assessment by 2027. (Baseline year 2021-22.) 38% of Heusner students scored at a level 3 or 4 on the Kansas Reading Assessment. This is a 9% increase from the 2021-22 baseline year.
Complex Communication Rubric: Increase % at Demonstrating Level	Heusner's goal is a 4% yearly increase in the number of students performing at the Demonstrating Level on the SPS Complex Communication Rubric. The 2023-24 school year was a baseline year. 24.3% of Heusner students performed at the demonstrating level on the complex communication rubric.
Other Data	On the iReady reading diagnostic, Heusner students began the year with 21% in Tier 1 and increased to 54% in Tier 1 by the end of the 23-24 school year. We had 32% of students in Tier 3 at the beginning of the year and decreased to 14% by the end of the year. Students with disabilities decreased the percent of students scoring at a level one from 71.79% scoring at a level 1 during the 2023 school year to 64.1% scoring at a level 1 during the 2024 school year.

Communication – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data? Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
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Resource Allocation	Currently, we have two certified teachers servicing our at risk students during our Walk to Intervention time. An ideal structure would be to have four teachers, 2 for math and 2 for servicing reading. This would allow for all at risk students to have the opportunity to attend Walk to Intervention. The Structured Literacy resource as part of Houghton Mifflin Harcourt (HMH) is used in K-2 classrooms to support Phonemic Awareness and Phonics instruction. University of Florida Literacy Institute (UFLI) is used for our Walk to Intervention time for filling phonemic awareness and phonics skills. • Third through fifth grade teachers are needing a Tier II resource that is different from UFLI (University of Florida Literacy Institute) to support phonics instruction for students that have not mastered necessary skills.			A current resource we have available from Houghton Mifflin Harcourt (HMH) is the Foundational Skills Word Study Studio lessons that align with Language Essentials for Teachers of Reading and Spelling (LETRS) training and the Science of Reading. Teachers need to utilize and plan instruction with this resource. • Providing time for planning, observation of one another would be needed. Teachers need additional time to look at new materials and incorporate them into lesson plans. K-2 teachers would like to purchase interactive phonics kits for students to manipulate during Structured Literacy in homerooms that would support phonics instruction. We need to purchase additional decodable texts that have more depth in comprehension while providing practice in phonics mastery.
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				Substitutes are needed to provide quality instruction when teachers need to be out for sickness.
Educator Evaluation				
Professional Learning	During the 2023-24 school year, we trained 14 teachers in Language Essentials for Teachers of Reading and Spelling (LETRS). This year we have 15 teachers being trained in Language Essentials for Teachers of Reading and Spelling (LETRS). • We need to continue to train teachers so that all teachers are trained in Language Essentials for Teachers of Reading and Spelling (LETRS). Provide ongoing Professional Development follow up for those teachers that had Language Essentials for Teachers of Reading and Spelling (LETRS) last year. Provide additional time for training on structured literacy.	Teachers need continued training and resources for Phonics instruction. Continued phonics training for our 3rd through 5th grade teachers.	Additional training on iReady Literacy tasks for K-5. Including Letter Naming Fluency Task, Letter Sound Fluency Task, Pseudoword Fluency Task, Phoneme Segmentation Fluency and Passage Reading Fluency.	Classroom teachers need additional training aligned with the Science of Reading to ensure that there is a depth of instruction and that instruction is differentiated. Special education staff need training on new reading curriculum resources and intervention resources. Teachers need more strategies to teach ESL / Special Ed students in the general education classroom.

Professional Collaboration	Provide opportunities for teachers to observe colleagues during Structured Literacy instruction. 3rd through 5th grade want to see what Structured Literacy looks like in K-2. Analyze writing expectations between grade levels so that there is a natural progression of expectations between grade levels.	Vertical teams need time to meet. Time is needed to collaborate across grade levels in English Language Arts to look at reading standards, strategies and expectations.	Special Ed, Walk to Intervention, ELL time to collaboration time with general education teachers.	Time to get like grade levels across the district to plan and implement instruction.
Tiered System of Support	Heusner started a walk to intervention model aligned with the state this year. We identified students that were below grade level on their Literacy Tasks. • We have 25 minutes of Walk to Intervention time, but feel like we need to expand that time to 30 minutes of intervention to better maximize the University of Florida Institute (UFLI) resource. • Currently, we have 2 Walk to Intervention teachers and feel like we need 4 staff members to ensure		Progress Monitoring is occurring every 3 weeks for Tier II students.	

	that we meet with all at risk students.			
Family, Community and Business Partnerships	On Fridays, Walk to Intervention students are sent home with a Roll n Read and a passage for practicing the skill taught in Walk to Intervention. Students that don't attend Walk to Intervention are not provided that same take home information. iReady family reports are sent home 3 times a year. Parents are updated about their student's progress at conferences.	Parents are invited to Reading/Math night to participate in academic activities with their students.		We need to invite more community members into our building to share with students how they use reading and math in their careers. Providing a Career Fair for students to hear about future careers would be helpful to broaden their ideas. We have communicated our Learning Dispositions to the Heusner Community: Embrace Challenges, Self Control, Curious, Communication.

Critical Thinking Goals – Data Review:

	Current State: <i>Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.</i>
KSA Math: Decrease % at Level 1	22.3% of Heuser students scored a level 1 on the Kansas Math Assessment. This is a 3.7% decrease from the 2021-22 baseline year. Heusner's goal for the 24-25 school year is 20% of students scoring at a level 1 on the Kansas Math Assessment, while our 5 year overall goal in 2026-2027 is 14%.
KSA Math: Increase % at Level 3 & 4	40% of Heusner students scored at a level 3 or 4 on the Kansas Math Assessment. This is a 4% increase from the 2021-22 baseline year. Heusner's goal for the 24-25 school year is 42% of students scoring at levels 3 and 4 on the Kansas Math Assessment, while our 5 year overall goal in 2026-2027 is 46%.
KSA Science: Decrease % at Level 1	29% of Heuser students scored a level 1 on the Kansas Science Assessment. This is an 18% decrease from the 2021-22 baseline year. Heusner's goal for the 24-25 school year is 27% of students scoring at level 1 on the Kansas Science Assessment, while our 5 year overall goal in 2026-2027 is 25%.

KSA Science: Increase % at Level 3 & 4	31% of Heusner students scored at a level 3 or 4 on the Kansas Science Assessment. This is a 1% increase from the 2021-22 baseline year. Heusner's goal for the 24-25 school year is 36% of students scoring at levels 3 and 4 on the Kansas Science Assessment, while our 5 year overall goal in 2026-2027 is 40%.
Critical Thinking Rubric: Increase % at Demonstrating Level	Heusner's Goal: 4% yearly increase in the number of students performing at the Demonstrating Level on the SPS Critical Thinking Rubric. 2023-2024 was the baseline year for critical thinking rubric. This rubric was assessed by the science teacher. We were at 0% of students performing at the demonstrating level for our baseline year.
Other Data:	On the iReady math diagnostic, Heusner students began the year with 11% in Tier 1 and increased to 58% in Tier 1 by the end of the 23-24 school year. We had 29% of students in Tier 3 at the beginning of the year and decreased to 9% by the end of the year. Students with disabilities decreased the percent of students scoring at a level one from 71.79% scoring at a level 1 during the 2023 school year to 64.1% scoring at a level 1 during the 2024 school year. Students on free and reduced lunch decreased the percent of students scoring at a level one from 27.61% scoring a level 1 during the 2023 school year to 25% scoring a level one during the 2024 school year.

Critical Thinking – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation		More time is needed for teams to plan using the new math curriculum, Eureka Math Squared. District needs to purchase resources and curriculum to support classroom teachers in teaching science and social studies standards.	More time is needed to effectively use the data for next steps. Teachers need to have a clearer understanding of each assessment and its purpose.	More time is needed for teams to plan using the new math curriculum and digital site for Eureka Squared. Time to plan for the resources that are available to use during small group math: Eureka Math Squared Apply book, Kim Sutton fact fluency, iReady

		Math screener to identify students that qualify for 'walk to intervention.'		prerequisites and Tools for Instruction, and Eureka Equip Pre-Module suggestions We would like the district to fund National Geographic for each building to bridge social studies/science and reading in the content areas. Substitutes are needed to provide quality instruction when teachers need to be out for sickness. We need to streamline the screeners to allow more time in the classroom. Training on how to support academics with our struggling with lagging executive skills.
Educator Evaluation				
Professional Learning			Time is needed to learn more about the Eureka Equip Pre-Module assessments and suggested lessons.	Special education teachers need time to learn the math curriculum and resources available to them.
Professional Collaboration		Time is needed to collaborate between grade levels in relation to the	Time to collaborate about English Language Learners, SPED and Walk to	Time is needed between homeroom teachers and special education teachers

		math standards, strategies and expectations at each grade level. Time for special teachers to collaborate with classroom teachers to support the classroom.	Intervention to talk about data, what we are assessing and the purpose of the assessments.	as well as homeroom teachers and Walk to Intervention teachers to share information, instructional needs and strategies and progress for students. Science and Social Studies teachers need to collaborate once a quarter. Teaching Learning Disposition of Embracing Challenges and Communication with students.
Tiered System of Support			There is a need for a progress monitoring tool for math. We need a pre/post assessment to influence small group math instruction.	There is a need for a math intervention scope and sequence.
Family, Community and Business Partnerships		Parents are invited to Reading/Math night to participate in academic activities with their students.	Walk to Intervention teachers are sending home a game for math Walk to Intervention. Homeroom teachers need resources to send home to parents in addition to the Family Math letter at the beginning of each topic. iReady family reports are sent home 3 times a year.	

			Parents are updated about their student's progress at conferences.	
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Social-Emotional – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.
Social Emotional Behavior Offenses: Decrease number of offenses	There were 213 social emotional offenses for the 2023-24 school year. That is a 20% increase from our baseline year.
Chronically Absent: Decrease %	16.46% of Heusner students were considered chronically absent in the 2023-24 school year. This is a 9.57% decrease from the baseline year.
Self-Directed Learning Rubric: Increase % at Demonstrating Level	<i>11.2% of Heusner students performed at the demonstrating level on the student self directed rubric. The 2023-24 school year was a baseline year.</i>
Other Data:	

Social-Emotional – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation		We need to look at adopting a new Social Emotional curriculum to strengthen our Tier I.		Teachers need time to meet with the Social Emotional Team for creating student plans and behavior flow

				charts which help support student behavior and the development of executive skills. We feel there is a need to hire 1 classified staff person per Kindergarten classroom to support Kindergarten students regulation and social emotional needs. Additional support in kindergarten classrooms will benefit students both academically and help meet their social emotional needs. Kindergarten students are coming from preschools where they have a much smaller student/teacher ratio.
Educator Evaluation				
Professional Learning				Train classified and certified staff to support social emotional needs of learners. Continued training in Executive Skills and Conscious Discipline Training. Retrain staff on Safe and Civil Schools Positive Behavior Supports in order

				to strengthen supports for students positive behavior.
Professional Collaboration				We feel like there is a need for an additional social emotional position at Heusner. This position would be to go in and co-regulate with students that are in their emotional or survival state. Teachers need time with Social Emotional Staff to plan for teaching of lagging executive skills. • 1 week a month teachers plan PLC's with the social emotional team. Plan for strategies to teach lagging executive skills
Tiered System of Support		Provide social emotional groups for at risk students based on the executive skill screener. In order to provide this we need social emotional team leaders available.		Continued use of the Greenbush Behavior Support person to provide student problem solving sessions and onsite sessions. Therapeutic support classroom for students needing Tier II and III supports. Students would

				be identified using 3 data points: Executive Skill Data, Reset Room Data and Responder Call Data. • Sensory resources are needed to start up the classroom. • A lead and an assistant is needed to support this therapeutic room.
Family, Community and Business Partnerships		Parents and SITE council are provided with information about our Learning Dispositions.		Provide parent training sessions for managing upset. Provide Conscious Discipline Training sessions.

State Outcomes – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable. (Not all areas are applicable to each building – only complete ones of relevance.)
Civic Engagement	Grade levels have the opportunity to participate in civic opportunities. Grade levels have the opportunity to participate in civic opportunities. Preschool and First Grade have firefighters visit; 3rd graders participated in Constitution Day Zoom session offered by KSDE where they participated in a mock trial learning about the Judiciary Branch. 4th graders will be writing kindness notes to deliver to assisted living facilities in the Salina area.
Graduation Rate	N/A
Postsecondary Effectiveness	N/A

State Outcomes – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation	We would like to find more community partnerships that can help support students with reading. Partners can sit with students and read with them and/or listen to them read. Community partnerships where the community comes in and shares about careers with students and highlights the skills students need in various jobs.	We need a social studies curriculum.		
Educator Evaluation				
Professional Learning		PLC time to look at social studies standards.		Professional Development Sessions on Social Studies Curriculum.
Professional Collaboration				
Tiered System of Support				
Family, Community and Business Partnerships	The (University of Florida Literacy Institute) UFLI instructional sheet that talks parents through how to complete the activity page with their student would support students in phonemic awareness and phonics skills. We need to			We need to invite more community members into our building to share with students how they use reading and math in their careers. Providing a Career Fair for students to hear about future careers would

	purposefully explain how this works to parents so they can support students at home in this area.			be helpful to broaden their ideas.
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Rose Capacities:

Educational Capacities (pursuant to K.S.A 72-3218): How are you ensuring every child in your school is provided at least the following capacities?	
Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Current state: We are building student's oral and written communication skills from the time they enter as Kindergarteners. Students are immersed in literacy instruction aligned with the Science of Reading principles. We have 15 staff members that have been certified in Letsrs year 1 and 15 more that are being certified in the 24-25 school year. Heusner teachers use the HMH resource as part of whole group and small group instruction. Students have a variety of opportunities to talk about their learning and to develop their skills as writers.
Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Current state: Last Year, Heusner teachers noted that we needed to add social studies and science minutes to the school schedule. This year, we added a 30 to 45 minute block of social studies and science time which occurs daily. This year we purchased Scholastic News as one resource to utilize during this block of time. Desired state: Heusner teachers would like to see increased curricula and text resources for teaching, as well as increasing instructional time during the day.
Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Current state: Last Year, Heusner teachers noted that we needed to add social studies and science minutes to the school schedule. This year, we added a 30 to 45 minute block of social studies and science time which occurs daily. This year we purchased Scholastic News as one resource to utilize during this block of time. Desired state: Heusner teachers would like to see increased curricula and text resources for teaching, as well as increasing instructional time during the day.

• Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Current state: Heusner teachers have had various staff development sessions developing knowledge and skills to support students' mental wellness. Training sessions include: 2 years of Conscious Discipline, 2 years of Executive Skills, Zones of Regulation, Morning Meetings - Responsive Classroom. Morning meetings occur in every classroom each day; during morning meetings, teachers check in with students and teach lagging executive skills. Desired state: We need to be able to have students take non-academic surveys that could be utilized to target interventions and resources, to work with students that have lagging social-emotional wellness.
• Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Current state: Teachers have access to Arts Infusion and some choose to bring in artists. Students participate in art and music each week. The Salina Community has many opportunities for students to participate in the arts: Stiefel/Community Theater/Creede Presentations. Desired state: Teachers would like continued opportunities for the arts in each classroom.
• 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.	Current state: Currently, we do not have curriculum, programs, or services that engage students in a process that leads students to a postsecondary plan at the elementary. There is no set curriculum that all students have access to. Desired state: Teachers note that we need to find ways to discuss more vocational opportunities at the elementary level. We need to give students the opportunity to explore various jobs. We could have students develop future stories.
• 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.	Current state: We do not have curriculum, programs, or services that engage students in a process that leads students to a postsecondary plan. Desired state: No desired state at this time.

Building Barrier Statement:

What are the barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment?

Response:

We embrace the challenge of being a Title I building with 53.15% of students qualifying for free/reduced lunch.

All students will need to be able to read and comprehend grade level text.

- On the 2023 KS English Language Arts Assessment 38% of Heusner students scored at a level 3 or 4; which is a 9% increase from the previous year. We are working on ensuring all our teachers are trained in LETRS and have a solid pedagogical training to be teachers of reading. We know that it is critical for teachers to understand the science behind learning to read in order to provide not only annual growth but catch up growth for students.
- Our goal is to have all students reading at grade level by third grade.

Students need to be regulated in their executive state so that they can be ready to learn math and reading content. Students need to have stamina and be able to persevere through longer passages and through multistep problems.

Students need to have increased access to preschool. We have many students that arrive in kindergarten that have not had a preschool experience or parents have reported their child has had limited preschool experience.

Students need to have multiple opportunities to take assessments on the computer to prepare for the state assessment beginning in third grade.

Desired State:

We want to continue to provide Walk to Intervention model where at risk students get math and/or reading intervention from highly qualified teachers. Currently, we have 2 certified teachers providing Walk to Intervention. We feel adding two more teachers would ensure that all our at risk kiddos get explicit intervention.

We would like to add a systematic behavioral intervention model for at risk students with lagging executive skills. Adding a K-2 and 3-5 staff member that would provide social skills groups centered around executive skills would ensure that we are building students capacity around: Response Inhibition, Emotional Control, Sustained Attention, Flexibility. As part of Walk to Intervention, students would learn about the brain, emotions, conflict resolution skills and even how to manage disappointment.

Students are entering our doors with:

- Apathy
- Refusal
- Explosive and physically aggressive behavior
- Disrespect and insubordination
- Text anxiety

- Continued absences
- Lack of preschool experience

We need to continue to prioritize small class sizes at Kindergarten and other identified grade levels where we see increased social emotional needs. (Having small class sizes allows us to address the needs of the students walking through the door.) We currently have 2 certified teachers in this role.

Each Kindergarten classroom would benefit from having a classified assistant to better meet students' needs for attention at this early age. They are coming from preschool classrooms where there are 4 adults in the room to Kindergarten with 1 teacher. Adding a classified assistant would allow for students to have an adult they can co-regulate with in the moment as well as them getting more individualized attention.

Social Emotional Supports at Heusner:

Continue with a full time Social Worker, Counselor and 2 Social Emotional Support Team members. Having staff available to support and co-regulate with students helps maintain the learning environment in the classroom.

Continued training for staff on Executive Skills, Positive Behavior Supports, Conscious Discipline.