

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



[Meadowlark Ridge 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 ELA: Decrease 10% at Level 1	Students will have the <i>communication skills</i> to achieve postsecondary success, as <i>measured by a 10% decrease in the number of students performing at a level 1</i> (below grade level) on the <u>Kansas Reading Assessment by 2027</u>. 21-22: 23% at level one 22-23: 17% at level one 23-24: 18% at level one 5% decrease overall The Subgroup of special education has increased in 1's by 10% from school year 21-22 to 23-24. This is an area of growth we need to focus on. This year, we re-formatted how special education looks in the classrooms. We are hopeful this will help support those students a little better. In the Subgroup of free and reduced lunch, the percentage of students scoring at a level 1 has decreased by 9% since the school year 21-22.
KSA ELA: Increase 10% at Level 3 & 4	Students will have the <i>communication skills</i> to achieve postsecondary success, as <i>measured by a 10% increase in the number of students performing at a level 3 or 4</i> (above grade level) on the <u>Kansas Reading Assessment by 2027</u>. 21-22: 49% at level three and four 22-23: 52% at level three and four 23-24: 53% at level three and four 4% increase overall The subgroup of special education at level 3 and 4 decreased by 6% since school year 21-22. The subgroup of free and reduced students has stayed the same percentage, 29%, from school year 21-22 to 23-24.
Complex Communicati on Rubric: Increase 4% at Demonstratin g Level	23-24: 25.9% at demonstrating level.
Other Data	

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
Resource Allocation	Current: - Structured Literacy for phonemic awareness (PA) and phonics - Into Reading - iReady 1 interventionist 1 at-risk teacher Need: - Continue using iReady as a diagnostic - Continue with full time interventionist and at-risk teacher - Funding for after school tutoring	Current: - Learning intentions and success criteria - Reading coach aligns lessons to standards Need: - Standards taught need to align with the state assessment vs. the curriculum	Current: - iReady diagnostic - iReady literacy tasks - Into Reading module tests - Interims - Mini tests - Classroom formative assessments Need: - Assessments need to be standards aligned vs. curriculum aligned - Be consistent with the way we use Reading Diagnostic Assessment (RDA) across the district	Current: - Structured Literacy - Into Reading - iReady - Visible Learning Need: - Continue professional development (PD) with Visible Learning
Educator Evaluation				Current: - Review domain 2 and 3 of professional evaluation - Walkthrough feedback Need: - More time for administrators to be in classrooms

				providing feedback instead of dealing with behaviors
Professional Learning	Current: • LETRS • iReady • Structured Literacy Need: • All staff trained in LETRS	Current: • Visible Learning Need: • More PD for interventionists on standards	Current: • Discuss data in PLCs • Feedback on walkthroughs Need: • New staff need training on English Language Arts (ELA) assessments and progress monitoring	Current: • LETRS • Visible learning Need: • All staff trained in LETRS • More PD of what Multi-Tiered Systems of Support (MTSS) should look like
Professional Collaboration			Current: • iReady diagnostics • Literacy task data analysis • Discuss grade level data in PLCs • General Education Intervention Plan (GEIP) meetings for Tier 2 and 3 Need: • Consistent progress monitoring for RDA or literacy task progress monitoring	
Tiered System of Support	Current: • University of Florida Literacy Institute (UFLI) phonics for Tier 2 and 3		Current: • Using literacy task data and RDA to drive tiered support	

	• Wilson for special education • Small groups • Tutoring • At risk teacher • Interventionist • iReady lessons at each student's level Need: • More resources that are skill based for interventionists		Need: • Time for interventionists to collaborate with grade level teachers	
Family, Community and Business Partnerships	Current: • Site Council overview of structured literacy and data • Morning announcements Need: • Academic engagement nights	Current: • Explanation of standards sent with report cards Need: • Communicate the importance of Visible Learning to parents		Current: • KWU students brought in to read with students • Each grade level has music programs • Veteran's Day program • trips to the zoo in 1st and 4th grade • Kansas Kids Fitness Day for 3rd grade • Theater Salina collaboration for trips to the theater • Book fair • Monthly Newsletter • Facebook Page • Marathon • Family Thanksgiving lunch

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 8% at Level 1	Students will have the <i>critical thinking skills</i> to achieve postsecondary success, as measured by an <i>8% decrease in the number of students performing at a level 1</i> (below grade level) on the <u>Kansas Math Assessment</u> by 2027. 21-22: 17% 22-23: 13% 23-24: 14% 3% decrease In the subgroup of special education, the percentage of students scoring at a level 1 has decreased by 8% since school year 21-22. In the subgroup of free and reduced lunch, the percentage of students scoring at a level 1 has decreased by 9% since school year 21-22.
KSA Math: Increase 10% at Level 3 & 4	Students will have the <i>communication skills</i> to achieve postsecondary success, as measured by a <i>10% increase in the number of students performing at a level 3 or 4</i> (above grade level) on the <u>Kansas Reading Assessment</u> by 2027. 21-22: 49% 22-23: 51% 23-24: 55% 6% increase In the subgroup of special education, the percentage of students scoring at level 3 and 4 has decreased by 3% since the school year 21-22. In the subgroup of free and reduced lunch, the percentage of students scoring at level 3 and 4 has increased by 5% since the school year 21-22.
KSA Science: Decrease % at Level 1	21-22: 23% 22-23: 29% 23-24: 21% 2% decrease

	In the subgroup of free and reduced lunch , the percentage of students scoring at level 1 has decreased by 26% since school year 21-22.
KSA Science: Increase % at Level 3 & 4	21-22: 50% 22-23: 48% 23-24: 47% 3% decrease In the subgroup of free and reduced lunch , the percentage of students scoring at levels 3 and 4 has increased by 9% since school year 21-22.
Critical Thinking Rubric: Increase 4% at Demonstrating Level	23-24: 2% at demonstrating level
Other Data:	

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	Current: - Eureka Squared - iReady - Interventionist - At risk teacher Need: - A set curriculum for Science and Social Studies - A scope and sequence of the	Current: - Learning Intentions & Success Criteria .33 FTE Need: - Standards taught need to align with the state assessment	Current: - iReady diagnostics - Module assessments - Interims - Mini tests Need: Assessments need to be standards aligned vs. curriculum aligned.	Current: - Studies Weekly - Generation Genius - Mystery Science Need: - Brain Pop - has very useful and relevant videos and activities that align to the science and social studies standards.

	curriculum to help with horizontal and vertical alignment			It's also a resource that has good literacy videos to help support instruction.
Educator Evaluation				Current: - Review domain 2 and 3 of professional evaluation - Walkthrough feedback Need: - More time for administrators to be in classrooms providing feedback instead of dealing with behaviors
Professional Learning	Current: - Science taught once a week for 50 minutes - SS taught once every two weeks for 25 minutes Need: - Adoption and training of Science and SS curriculum so it can be incorporated into the schedule daily.	Current: - Weekly PLCs Need: - Time for science teachers to communicate with homeroom teachers about lessons and standards	Current: - I Ready PD for administrators Need: - Alignment with iReady and state assessments	
Professional Collaboration			Current:	Current: PLCs

			• Discussion of grade level scores on assessments • Walkthrough data	• GEIP meetings for Tier 2 and 3 students Need: • A collaboration time for interventionists to meet with classroom teachers. This will help support instruction and student needs.
Tiered System of Support	Current: • Small Group and Tutoring Need: • Training for staff on MTSS model and implementation.	Current: • Small group math Need: • Move towards MTSS model	Current: • Interims • Mini tests Need: • Progress monitoring for math	Need: • A math assessment to breakdown skills and drill down to the individual gaps.
Family, Community and Business Partnerships		Current: • Explanation of standards sent with report cards		Current: • Apply Math books are sent home with families to understand math at home. • Thad Beach lessons in science • 5th Grade Star Base

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:	Students will have the <i>social-emotional skills</i> to achieve postsecondary success, <i>as measured by a 10% decrease in the number of behavior offenses</i> by 2027. 21-22: 98 offenses

Decrease number of offenses	22-23: 153 offenses 23-24: 161 offenses 24% increase
Chronically Absent: Decrease %	Students will have the <i>social-emotional skills</i> to achieve postsecondary success, <i>as measured by an 8% decrease in the number of students who are chronically absent</i> by 2027. 22-23: 16% 23-24: 11% 5% decrease
Self-Directed Learning Rubric: Increase 4% at Demonstrating Level	23-24: 6.6%

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	Current: ● Second Step curriculum ● Conscious Discipline training for some staff members ● Morning meeting ● Counselor ● Social worker Need:		Current: ● Self directed rubric ● Ages and Stages Questionnaire (ASQ) for PreK/K Need: ● Teachers need more training on how to use the self directed rubric. It's not being used the same way across the district.	Current: ● Second Step curriculum ● Conscious Discipline ● Monthly assemblies ● Morning meetings ● Kagan ● Learning dispositions

	At least one classified staff member in each kindergarten class to support students and teachers		There is no concrete data for social emotional skills anymore. We used to have SABRS and Fastbridge to use. We need something like that again.	
Educator Evaluation				Current: - Morning meeting - Walkthroughs
Professional Learning			Current: - Belonging survey Need: - A screener for social emotional skills - Training on how to use the self directed rubric	Current: - Conscious Discipline training (some staff) - Suicide Prevention training - Bullying training Need: - Conscious Discipline training for all staff - Training on Morning Meetings
Professional Collaboration				Current: - Social emotional learning (SEL) PLCs - GEIP meetings for students who struggle with SEL skills Need: - Conscious Discipline training for all staff

Tiered System of Support				Current: • Social skills groups • One on one counseling • Buddy classrooms Need: • More support from mental health partners for Tier 3 students • More support for students with aggressive behaviors
Family, Community and Business Partnerships			Current: • Belonging survey Need: • Discussion groups with families and community about what they'd like to see at MLR	Current: • Big Brothers Big Sisters • CAPS bullying • Central Kansas Mental Health Center • Food Bank • United Way • Love Chloe • High 5 Friday • Bingo Night • Parks • Nursing home • Fire department • Marathon brings in several families • Fun Night • Spotlight board for celebrations Need: Student Council

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	Current: ● Pledge of Allegiance ● Constitution Day ● Veteran’s Day program ● Service projects (food bank, Coins for Kids, United Way, nursing home cards, picking up trash) ● Discuss community helpers in social studies ● Guest speakers Need: ● Social Studies curriculum for each grade level ● More volunteering and service project opportunities ● Opportunities for student leadership within the building ● More career exploration with 4th and 5th grade students
Graduation Rate	NA
Postsecondary Effectiveness	NA

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				Current: ● Visible Learning Need: ● Social Studies curriculum for each grade level

Educator Evaluation				
Professional Learning	Current: - No PD in Social Studies (SS) or Science Need: - SS curriculum and training			
Professional Collaboration		Need: - Align new curriculum with standards - Give teachers a time to collaborate about SS and science		Need: Regular scheduled times for specials teachers to collaborate
Tiered System of Support				
Family, Community and Business Partnerships				Need: - More volunteering and service project opportunities - More opportunities for businesses and community members to talk to students - Career days - Student Council

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?	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Current: ● Into Reading ● Structured Literacy ● LETRS ● Eureka Math Squared ● One-to-one Chromebooks Need: Scholastic News for all grade levels.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Current: ● Studies Weekly for critical thinking class every other week ● Some ELA modules review these topics ● Fourth and Fifth grades use Scholastic News for current events Need: A scope and sequence alignment for SS across grade levels in order to ensure coherence.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Current: ● Constitution Day ● Studies Weekly for critical thinking class every other week ● Some ELA modules review these topics ● Fourth and Fifth grades use Scholastic News for current events Need: A social studies curriculum adoption and training provided to teachers that provides them with the knowledge and understanding of grade appropriate instruction.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Current: ● PE class every other day for students ● Second Step counseling once every two weeks for all students ● Conscious Discipline skills are discussed and modeled during morning meetings (one skill per month) ● School wide learning dispositions ● Morning Meetings ● Social Skill Groups ● One on one counseling ● Partnership with the mental health center (case management, wrap-arounds, and therapy all offered at school)

	Need: ● Staff training on Conscious Discipline and morning meetings ● A social emotional screener to ensure every student who needs support is getting it
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Current: ● Every student receives music instruction every other day ● 5th graders can participate in Orchestra or Band ● Field trips to Salina Community Theatre and the Stiefel Theatre ● 1st-5th grades have art once per week Need: Add art for kindergarten students, this would require a full-time art teacher.
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.	Current: ● Field trips ● Conscious Discipline life skills ● Learning Dispositions Need: More partnerships and opportunities to bring community careers into the school setting.
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.	Current: ● Field trips ● Conscious Discipline life skills ● Second Step lessons with counselor ● Morning meetings Need: More partnerships and opportunities to bring community careers into the school setting.

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?

Staff Training Needs:

- **LETRS and Conscious Discipline:** All staff should receive training in these areas. LETRS (Language Essentials for Teachers of Reading and Spelling) is vital for improving literacy instruction, while Conscious Discipline supports social-emotional learning and classroom management.
- **MTSS Training:** Schools should move away from a "small group" approach and adopt a full Multi-Tiered System of Support (MTSS) model. Both administrators and teachers need training in MTSS to ensure a more systematic, tiered approach to addressing student needs.

Substitute Teacher Shortages:

- Schools need **roving substitutes** to ensure that instructional staff, especially interventionists, can continue supporting students. When substitutes are unavailable, interventionists are pulled from their roles, reducing the Tier 2 and Tier 3 support for students who need it most.

Curriculum Needs:

- **Social Studies and Science Curriculum:** There is a need for structured curricula in these subjects for classroom teachers to ensure consistent, high-quality instruction.

Social-Emotional Screening:

- A **screeners for social/emotional skills** is needed to assess students' well-being and identify those who may need additional support in this area.

Specially Designed Instruction:

- **General education teachers** need training in Specially Designed Instruction (SDI) to better support students with higher needs in Tier 2 and Tier 3 interventions. This includes adapting and differentiating instruction to meet the specific learning needs of students with disabilities.