

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



[Schilling 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.
Kansas State Assessment (KSA) ELA: Decrease 13% at Level 1 over 5 years	40% of Schilling students scored a level 1 on the KS English Language Arts (ELA) assessment. This is a 9% increase from the 21-22 baseline year. 66% of Schilling Special Education students scored a level 1 on the KS ELA assessment. This is a 1% increase from the 21-22 baseline year. 30% of Schilling Hispanic students scored a level 1 on the KS ELA assessment. This is a 2% increase from the 21-22 baseline year.
KSA ELA: Increase 10% at Level 3 & 4 over 5 years	23% of Schilling students scored a level 3 on the KS ELA assessment. This is a 4% decrease from the 21-22 baseline year. 6% of Schilling Special Education students scored a level 3 on the KS ELA assessment. This is a .25% decrease from the 21-22 baseline year. 23% of Schilling Hispanic students scored a level 3 on the KS ELA assessment. This is a .52% decrease from the 21-22 baseline year. 4% of Schilling students scored a level 4 on the KS ELA assessment. This is a .5% increase from the 21-22 baseline year. 4% of Schilling Special Education students scored a level 4 on the KS ELA assessment. This is a .5% increase from the 21-22 baseline year. 5% of Schilling Hispanic students scored a level 4 on the KS ELA assessment. This is a 3.83% increase from the 21-22 baseline year.
Complex Communication Rubric: Increase 4% yearly at Demonstrating Level	11.1% of Schilling students performed overall at a level 4(Demonstrating) on the Complex Communication rubric during the 23-24 baseline year.
Other Data	iReady Reading Diagnostic Comparison Data from Beginning to End of Year 2023-2024 ● First grade ○ On grade level increased by 24% ○ Below grade level decreased by 4% ● Second grade ○ On grade level increased by 26% ○ Below grade level decreased by 12% ● Third grade ○ On grade level increased by 27% ○ Below grade level decreased by 23%

	● Fourth grade ○ On grade level increased by 16% ○ Below grade level decreased by 25% ● Fifth grade ○ On grade level increased by 17% ○ Below grade level decreased by 9%
--	--

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				Needs: *Time to introduce and discuss the resources available within our building and district for each area of structured literacy and Tiered instruction
Educator Evaluation				
Professional Learning	Needs: *LETRs training for all teachers of reading *Opportunities for teachers of Tier 2 and Tier 3 students to have training that includes research-based strategies and instructional resources	Needs: *Visible Learning training with a continued focus on teacher clarity with learning intentions and success criteria	Needs: *Training for all reading teachers of the purpose, expectations, formatting, and data of each given assessment (iReady Diagnostic, Literacy Tasks, Module Assessments, and State Assessments) *Increase teacher understanding and use of individualized goal setting with individual student data	Needs: *Training to learn strategies that support and extend our students working above grade level

Professional Collaboration	Needs: *Observation of colleagues for teachers to understand grade level expectations and vertical alignment	Needs: *Learning intentions and success criteria are created by teachers that are written in student friendly language	Needs: *Increased timely communication between interventionists, special education, and general education to ensure students have a continuum of clarity and supports	Needs: *Time for collaboration for strategies that align to the Science of Reading *Professional Learning Community (PLC) time for Literacy Coach and Interventionists
Tiered System of Support	Needs: *Continued employment of Interventionists *Refine scheduling to support students that need multiple support services *Opportunities for teachers of Tier 2 and Tier 3 students to have training that includes research-based strategies and instructional resources		Needs: *Training for all teachers of reading that includes the type of data produced from each assessment *Training for all teachers of reading that includes how to interpret data, find trends, and create action steps with the data	Needs: *Time to analyze data as a team to create tiered intervention groups *Time to set expectations as a grade level for our highest learners to ensure rigor and continued learning
Family, Community and Business Partnerships	Needs: *Early promotion and advertisement of Pre-Kindergarten opportunities and enrollment processes to community agencies	Needs: *Volunteers to provide support in classrooms for student activities		Needs: *Learning Dispositions articulated clearly by school staff to all stakeholders through website, newsletters, and emails

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 12% at Level 1 over 5 years	37% of Schilling students scored a level 1 on the KS Math assessment. This is a 13% increase from the 21-22 baseline year. 74% of Schilling Special Education students scored a level 1 on the KS Math assessment. This is a 9% increase from the 21-22 baseline year.

	33% of Schilling Hispanic students scored a level 1 on the KS Math assessment. This is a 10% increase from the 21-22 baseline year.
KSA Math: Increase 10% at Level 3 & 4 over 5 years	21% of Schilling students scored a level 3 on the KS Math assessment. This is a 2% decrease from the 21-22 baseline year. 6% of Schilling Special Education students scored a level 3 on the KS Math assessment. This is a .25% decrease from the 21-22 baseline year. 25% of Schilling Hispanic students scored a level 3 on the KS Math assessment. This remains steady from the 21-22 baseline year. 5% of Schilling students scored a level 4 on the KS Math assessment. This remains steady from the 21-22 baseline year. 0% of Schilling Special Education students scored a level 4 on the KS Math assessment. This is a 6.25% decrease from the 21-22 baseline year. 4% of Schilling Hispanic students scored a level 4 on the KS Math assessment. This is a 4% increase from the 21-22 baseline year.
KSA Science: Decrease 11% at Level 1 over 5 years	30% of Schilling students scored a level 1 on the KS Science assessment. This is a 6% increase from the 21-22 baseline year. 58% of Schilling Special Education students scored a level 1 on the KS Science assessment. This is a 3% increase from the 21-22 baseline year. 21% of Schilling Hispanic students scored a level 1 on the KS Science assessment. This is a 7% decrease from the 21-22 baseline year.
KSA Science: Increase 10% at Level 3 & 4 over 5 years	21% of Schilling students scored a level 3 on the KS Science assessment. This is a 3% decrease from the 21-22 baseline year. 8% of Schilling Special Education students scored a level 3 on the KS Science assessment. This is an 8% increase from the 21-22 baseline year. 25% of Schilling Hispanic students scored a level 3 on the KS Science assessment. This is a 3% increase from the 21-22 baseline year. 14% of Schilling students scored a level 4 on the KS Science assessment. This is a 6% increase from the 21-22 baseline year. 18% of Schilling Special Education students scored a level 4 on the KS Science assessment. This is an 18% increase from the 21-22 baseline year. 21% of Schilling Hispanic students scored a level 4 on the KS Science assessment. This is a 21% increase from the 21-22 baseline year.
Critical Thinking Rubric: Increase 4% yearly at	0% of Schilling students performed at a level 4(Demonstrating) on the Critical Thinking Rubric during the 23-24 baseline year. Although students did not perform overall at the level 4 (demonstrating), our students scored at the following levels on the three components of critical thinking rubric: ● Demonstrating understanding by uncovering the correlation of topics and concepts(explanation/analysis) ○ Level 3(Developing) 46.7% ○ Level 2 (Emerging) 49.1%

Demonstrating Level	● Makes inferences and generalizes knowledge(interpretation/inference) ○ Level 3(Developing) 58.6% ○ Level 2 (Emerging) 39.6% ● Determines the quality of information and arguments (evaluation) ○ Level 3(Developing) 53.3% ○ Level 2 (Emerging) 46.7%
Other Data:	iReady Math Diagnostic Comparison Data from Beginning to End of Year 2023-2024 ● First grade ○ On grade level increased by 47% ○ Below grade level decreased by 11% ● Second grade ○ On grade level increased by 23% ○ Below grade level decreased by 21% ● Third grade ○ On grade level increased by 32% ○ Below grade level decreased by 29% ● Fourth grade ○ On grade level increased by 28% ○ Below grade level decreased by 37% ● Fifth grade ○ On grade level increased by 30% ○ Below grade level decreased by 23%

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		Needs: *Adopted science curriculum to ensure continuum of learning aligned to science standards		Needs: *Time to introduce and discuss the resources currently available within our building and district *Time to discuss classroom applications of math

		*Hands-on activities with manipulatives in science and math		progression from concrete to pictorial to abstract *Science resources and instructional materials aligned to grade level state standards
Educator Evaluation				
Professional Learning		Needs: *Training for an adopted science curriculum *Visible Learning training with a continued focus on teacher clarity with learning intentions and success criteria	Needs: *Training on Critical Thinking Rubric including exemplar examples and opportunities for teaching *Increase teacher understanding and use of individualized goal setting with individual student data	Needs: *Training to learn strategies that support and extend our students working above grade level
Professional Collaboration		Needs: *Time with teachers to learn and discuss the science state standards *Learning intentions and success criteria are created by teachers that are written in student friendly language	Needs: *Increased communication timely between interventionists, special education, and general education to ensure students have a continuum of clarity and supports	Needs: *Direct teaching of the Learning Dispositions specifically perseverance and independence during math lessons *PLC time for Math Coach and Interventionists
Tiered System of Support		Needs: *Continued employment of Interventionists *Opportunities for teachers of Tier 2 and Tier 3 students to have training that includes research-based strategies and instructional resources	Needs: *Training for all teachers of reading that includes the type of data produced from each assessment *Training for all teachers of reading that includes how to interpret data, find trends, and create action steps with the data	Needs: *Time to analyze data as a team to create tiered intervention groups *Time to set expectations as a grade level for our highest learners to ensure rigor and continued learning

Family, Community and Business Partnerships		Needs: *Fact Fluency activities sent home for caregivers to work with students	Needs: *Parent information about science content *Community opportunities that promote science exploration	Needs: *Hands-on activities aligned to science standards that can be completed at home
--	--	---	---	---

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	From the 2021-2022 school year offenses have decreased from 104 to 89, a decrease of 15 offenses.
Chronically Absent: Decrease 15% over 5 years	In the 2023-2024 school year 17% of Schilling students were chronically absent. This is a 16% decrease from the 2021-2022 baseline year.
Self-Directed Learning Rubric: Increase 4% yearly at Demonstrating Level over 5 years	5.6% of Schilling students performed overall at a level 4(Demonstrating) on the Self-Directed Learning Rubric during the 23-24 baseline year.
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		Needs: *Updated Counseling Curriculum to provide Tier 1 support to all students that is relevant to the needs of students *Support staff should be hired to support social/emotional and behavioral needs at both K-2 and 3-5 grade bands.		Needs: *Behavior Support staff to create a tiered classroom to support students throughout the day, using developmentally appropriate skills and interventions *Continued Full-time Social Worker and Counselor
Educator Evaluation				
Professional Learning		Needs: *Training all staff in trauma informed intervention strategies *Training in behavior interventions		Needs: *Trainings for Trauma-informed staff *Time and training on behavior interventions to support behavior expectations, management, consistency
Professional Collaboration		Needs: *Time for collaboration of behavior interventions to support behavior expectations, management, consistency		
Tiered System of Support		Needs: *Behavior Support staff to create a tiered classroom to support students throughout the day, using developmentally	Needs: *Chronic Absenteeism Process should continue to inform parents of the importance of school	Needs: *Behavior Support staff to create a tiered classroom to support students throughout the day, using developmentally

		appropriate skills and interventions	*Trainings to include reading the data, interpreting, and acting upon it with goal setting for social/emotional needs	appropriate skills and interventions
Family, Community and Business Partnerships		Needs: *Parenting classes offered at our building		Needs: *Community resource fair offered for parents at Schilling

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	Our students and staff have opportunities to be involved with: *ESOL Field trips for community engagement *5th grade Student Council *Arts Infusion Presentations *Guest Speakers *Grade level field trips including Theatre Salina, Stiefel, Starbase, Rolling Hills Zoo, Pumpkin Patch *School Marathon *Salina South High School and Salina South Middle School Performances at Schilling assemblies for theatre, guitar, orchestra, and vocal groups
Graduation Rate	
Postsecondary Effectiveness	

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		Needs: *Adopted social studies curriculum to ensure continuum of learning aligned to social Studies standards		Needs: *Social studies resources and instructional materials aligned to grade level state standards
Educator Evaluation				
Professional Learning		Needs: *Training for an adopted social studies curriculum		
Professional Collaboration		Needs: *Time with teachers to learn and discuss the social studies state standards		
Tiered System of Support				
Family, Community and Business Partnerships				

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.	• Oral and written communication skills are being taught in whole group reading and discussions including phonemic awareness, vocabulary, fluency, comprehension, grammar, and writing. • Oral and written communication skills are assessed using district rubric for Critical Thinking.

2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	● Students have social studies weekly for 25 minutes with the social studies teacher. This year we added 30 minutes daily of rotating science and social studies instruction in the homeroom however, there is no continuum of curriculum. ● ELA curriculum embeds foundational concepts of economics, social, and political systems. ● K-5 students have a counseling lesson weekly for 25 minutes. ● Second Step curriculum helps to reinforce and teach responsible decision making and social awareness.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	● Students have social studies weekly for 25 minutes with the social studies teacher. This year we added 30 minutes daily of rotating science and social studies instruction in the homeroom however there is no continuum of curriculum.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	● K-5 students have a counseling lesson weekly for 25 minutes to address Tier 1 social and emotional needs. Second Step curriculum helps to reinforce and teach responsible decision making and social awareness. ● Students have access to the counselor or social worker throughout the day for individual needs. ● All students K-5 are provided two 10-15 recesses per day for physical activity. ● K-5 students have two 25-minute physical education classes per week. ● Backpack Food program is available for eligible families over the weekends.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	● Fourth and fifth grade students can participate in the Schilling Choir. ● Music programs at each grade level are done throughout the year. ● Band and orchestra are offered to fifth grade students. ● Art is offered once a week for 40 minutes to 1st-5th grades. ● K-5 students have two 25-minute music classes twice a week. PreK students have music once a week for 10 minutes. ● Stiefel Theatre offers free productions during the school year that grade levels can attend. ● K-5 classrooms have access to Arts Infusion activities.
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.	NA

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.	NA
---	----

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?
Schilling embraces our diverse student culture of 37.1% white, 45.6% Hispanic, and 10.8% multiracial students. We have 82.7% students within the at-risk category, 28.6% of students needing support in English as a Second Language, and 23.6% of students with disabilities. There is a pressing need for increased funding to attract and retain highly qualified special education teachers and support staff. Professional development is essential, and our staff needs ongoing training which requires professional development time to address the diverse needs of our students, including behavior management, differentiation, social-emotional support, and academic differences. Staff absences and the shortage of substitutes significantly impact consistent, timely instruction. When substitutes are unavailable or lack the content knowledge needed, our students face interruptions in learning. Reducing class sizes is a key strategy to mitigate these challenges. Smaller class sizes enable teachers to provide individualized instruction daily, and during staff absences, combining the smaller classes ensures students continue receiving quality, explicit instruction from a teacher familiar with the content, learning expectations, and student needs. Our students' academic needs are central to their success. Many of our students are working diligently to make significant gains, even if they are not yet at a Level 2 on the Kansas State Assessment. Perseverance and motivation during assessments are critical. We want to help students build the stamina and confidence needed to demonstrate their true content knowledge. Our students have a variety of social and emotional needs including behaviors. Creating a tiered classroom would involve a structured system of support that addresses different levels of student needs. In this Tier 1 and Tier 2 model the use of developmentally appropriate skills and interventions would create highly individualized strategies and closely monitor students for success. Attendance remains a significant barrier to academic growth. We are working to better communicate with families to stress the importance of consistent attendance. Without regular school attendance, our students face challenges in reaching their full potential.

Additionally, a lack of preschool experience affects students' readiness, both academically and socially. Language barriers, dual language needs, and cultural differences also impact communication and the effectiveness of instructional materials. Strengthening our partnerships with families and communities is vital to overcoming these hurdles.