

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



[Sunset Elementary School 2022-23 Accountability Report](#) (*link*)

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 ● Summative ● 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 5% at Level 1 by 2027	From the baseline year (2021-2022) • All students Increased 7.07% • Free and Reduced Increased 14.55% • Students with Disabilities Increased 18.13% • Hispanic Students Decreased 7.55% • White Students Increased 13.93%
KSA ELA: Increase 5% at Levels 3 & 4 by 2027	From the baseline year (2021-2022) • All students Decreased 6.26% • Free and Reduced Decreased 7.93% • Students with Disabilities Decreased 27.29% • Hispanic Students Increased 5.01% • White Students Decreased 2.53%
Complex Communication Rubric: 4% yearly increase at the Demonstrating Level	From the baseline year (2023-2024) • All students Baseline Year 18.5%
Other Data:	iReady ELA Results Fall 2024 Diagnostic: Based on the Fall 2024 Diagnostic Assessment results: 5% (16/355) students are at Mid or Above Grade Level 14% (49/355) students are at Early or On Grade Level 48% (169/355) students are One Grade Level Below (In the Fall, this means they are ready for instruction with grade level standards.) 24% (84/355) students are Two Grade Levels Below 10% (37/355) students are Three or More Grade Levels Below

	Fall to Spring 2023-2024 Diagnostic Growth: Sunset Elementary showed growth from the Fall to Spring iReady Reading Diagnostic Assessment during the 2023-24 school year. The number of students performing Mid or Above Grade Level increased from 5% (13/292) to 21% (59/292) students. The number of students performing Early On Grade Level increased from 10% (28/292) to 20% (57/292) students. The number of students performing One Grade Level Below decreased from 46% (134/292) to 40% (117/292) students. The number of students performing Two Grade Levels Below decreased from 27% (78/292) to 11% (33/292) students. The number of students performing Three or More Grade Levels Below decreased from 7% (19/292) to 11% (32/292) students.
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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	Continued LETRS training for remaining staff. Funding to support compensation for Pre-K through 5th-grade teachers participating in after-school professional development focused on enhancing knowledge and instructional practices related to structured literacy. Explicit instructional materials aligned to the science of reading to support students in grades 3-5 who are performing below grade level.			Substitutes to provide quality instruction and stability when teachers are absent.
Educator Evaluation				

Professional Learning	Dedicated time for collaboration among general education, intervention, and special education teachers to develop and implement more structured systems for progress monitoring during tiered support time. Professional development for teachers on effective strategies for starting small group reading instruction in the absence of a guided reading framework.	Continued professional development to support teachers in writing learning intentions and success criteria that are aligned with ELA state standards.		Strategies to effectively communicate and have students interact with learning intentions at the beginning, during, and at the conclusion of ELA lessons.
Professional Collaboration	Dedicated PLC time for K-2 teachers to collaborate with the reading coach to enhance structured literacy practices. Collaboration with grade-level teams to identify appropriate spelling assessments that will effectively measure weekly phonics skills.		Dedicated time to analyze results from iReady assessments and the Kansas State Assessment to identify and address the instructional needs of students.	Opportunities for classroom visits to observe colleagues' instruction and the implementation of Visible Learning strategies.
Tiered System of Support	Increased staffing to fill positions that support the MTSS Reading framework and provide additional Tier 3 instruction to meet the needs of students.			Tier 1 ELA instruction needs to improve. Enrichment for students who are demonstrating mastery in ELA standards.

Family, Community and Business Partnerships	Parent involvement activities focused on structured literacy to ensure that parents are well-informed and equipped to support their children's literacy development.	Post standards on the school website, ensuring accessibility for families, communities, and stakeholders.	Standards are posted on assignments sent home to families once every nine weeks, ensuring alignment with instructional goals. Communicate assessment results to families, ensuring they are informed of their child's progress and areas for growth.	
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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 5% at Level 1 by 2027	From the baseline year (2021-2022) • All students Increased 5.67% • Free and Reduced Increased 12.55% • Students with Disabilities Increased 27.29% • Hispanic Students Increased 9.91% • White Students Increased 5.06%			
KSA Math: Increase 5% at Levels 3 & 4 by 2027	From the baseline year (2021-2022) • All students Decrease 1.12% • Free and Reduced Decreased 1.07% • Students with Disabilities Increased 1.18% • Hispanic Students Decreased 8.14% • White Students Increased 12.66%			
KSA Science: Decrease 5% at Level 1	From the baseline year (2021-2022) • All students Increased 15.93% • Free and Reduced Increased 18.31% • Students with Disabilities Increased 8.89% • Hispanic Students Decrease 8.14% • White Students Increased 12.78%			

KSA Science: Increase 5% at Levels 3 & 4	From the baseline year (2021-2022) ● All students Decrease 20.5% ● Free and Reduced Decreased 1.75% ● Students with Disabilities Decreased 5.55% ● Hispanic Students Decrease 23% ● White Students Decreased 9.44%
Critical Thinking Rubric: 4% yearly increase at the Demonstrating Level	From the baseline year (2023-2024) ● All students 0%
Other Data	iReady Math Results Fall 2024 Diagnostic: Based on the Fall 2024 Math Diagnostic Assessment results: 2% (8/355) students are at Mid or Above Grade Level 6% (20/355) students are at Early or On Grade Level 60% (212/355) students are One Grade Level Below (In the Fall, this means they are ready for instruction with grade level standards.) 22% (78/355) students are Two Grade Levels Below 10% (37/355) students are Three or More Grade Levels Below Fall to Spring 2023-2024 Diagnostic Growth: Sunset Elementary showed growth from the Fall to Spring iReady Math Diagnostic Assessment during the 2023-24 school year. The number of students performing Mid or Above Grade Level increased from 1% (4/292) to 18% (52/292) students. The number of students performing Early On Grade Level increased from 4% (13/292) to 20% (58/292) students. The number of students performing One Grade Level Below decreased from 58% (168/292) to 46% (135/292) students. The number of students performing Two Grade Levels Below decreased from 27% (78/292) to 11% (31/292) students. The number of students performing Three or More Grade Levels Below decreased from 10% (29/292) to 5% (16/292) students.

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				Substitutes to provide quality instruction and stability when teachers are absent.
Educator Evaluation				
Professional Learning	Professional development to increase skills and strategies for vocabulary instruction and building background knowledge.	A clear understanding of what grade-level math standards require students to demonstrate in terms of knowledge and skills. Additional professional development to support teachers in writing learning intentions that are aligned with Math and Science state standards, using clear and student-friendly language.		Training on how to effectively adjust whole-group lessons to meet the diverse needs of students while maintaining alignment with the curriculum. Strategies to effectively communicate learning intentions at the beginning, during, and at the conclusion of math and science lessons to ensure clarity and student engagement.
Professional Collaboration		Collaborate with grade-level teams to develop success criteria that align with the lesson objectives and effectively prepare students for upcoming module assessments.	Dedicated time to analyze results from iReady assessments and the Kansas State Assessment in order to identify and address the instructional needs of students.	Collaboration with grade-level teams to differentiate instruction and make whole-group material accessible to all students, ensuring that diverse learning needs are met.

			PLC time for teams to analyze teacher-selected formative assessments and district-required assessments to determine student mastery levels and identify strategies for adjusting instruction based on student needs.	
Tiered System of Support			Utilize iReady data to identify students who would benefit from targeted instruction prior to learning a skill in the whole group setting.	Tier 1 math instruction needs to improve. Tier 1 science instruction needs to be improved upon although this is a secondary concern at this time. A K-5 math interventionist with expertise in the standards and the skills necessary to improve success rates for struggling students. Enrichment for students who are demonstrating mastery in math standards.
Family, Community, and Business Partnerships		Clear, accessible information for parents outlining the math standards and what students should be able to accomplish by the end of each grade level. The information should be		Utilize Apply Math books to engage students and encourage parent participation in their child's learning. Foster strong teacher-parent communication to support

		written in a friendly, easy-to-understand format to ensure parents are well-informed and can support their child's learning.		student progress and success.
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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: 10% decrease in the number of offenses by 2027	Baseline: 122 offenses in the 21-22 school year. Current state: 377 offenses in the 23-24 school year. This represents a 209.01% increase in social-emotional behavioral offenses. All students referral numbers increased by 255
Chronically Absent: 10% decrease in the number of students chronically absent by 2027	Baseline: 38.95% in the 21-22 school year Current state: 18.13% rate in the 23-24 school year (20.82% decrease).
Self-Directed Learning Rubric: 4% yearly increase at the Demonstrating Level	From the baseline year (2021-2022) All students Baseline 5.9%
Other Data:	

Social-Emotional – Fundamentals and Structure Identification:

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation			Identify and implement a universal screener.	Identify and implement a Tier 1 model for behavior management. Provide multiple resources to address students' social-emotional needs, including strategies and tools for teachers to effectively implement in the classroom. These resources should support a range of emotional, behavioral, and social challenges, promoting a positive and inclusive learning environment. Provide targeted training for staff members on how to effectively manage and support students exhibiting challenging Tier 3 behaviors, equipping them with strategies and tools to address these behaviors in a constructive and supportive manner. Secure funding to sustain SEL team member positions, ensuring ongoing support for the social-emotional learning initiatives and the continued development of students' emotional and social well-being.
Educator Evaluation				Conduct walkthroughs during SEL lessons to ensure that skills and lessons are being effectively taught and that students are actively engaged in the learning process.
Professional Learning		Align learning dispositions with the Kansas State Standards to ensure that		Provide training opportunities for teachers to attend professional development programs, such as Conscious Discipline, to

		students develop the necessary attitudes and behaviors that support academic success and personal growth. Provide training for all staff on the "how," "when," and "why" of using the Second Step program, ensuring consistent implementation across the school. Additionally, ensure that all staff have access to the online materials to support effective use of the program.		enhance their skills in supporting students' social-emotional development and create a positive classroom environment.
Professional Collaboration		Provide professional development on the Second Step program, with opportunities for collaboration among team members and the SEL team. This will ensure consistent implementation, sharing of best practices, and alignment of SEL strategies across the school.		SEL-PLC: Facilitate collaboration between teachers, counselors, and social workers to share strategies, discuss student needs, and strengthen support for social-emotional learning across the school. Counselor-led lessons aligned with Second Step curriculum to reinforce the social-emotional skills being taught by classroom teachers, ensuring consistency and deeper learning for students. Provide opportunities for teachers attending professional development in behavior management to share their observations and best practices with colleagues who have not yet received similar training, fostering a collaborative learning environment.

				Allocate time for teachers to meet with their grade-level teams and other grade levels to share effective SEL strategies and discuss what works well in supporting students' social-emotional development.
Tiered System of Support		Identify students exhibiting Tier 2 and Tier 3 behaviors and provide targeted instruction based on the CASEL (Collaborative for Academic, Social, and Emotional Learning) standards they have not yet mastered, focusing on developing the necessary social-emotional skills for success	Develop and implement a measurement tool to identify students needing additional support beyond Tier 1.	Expand upon social-emotional small group support services.
Family, Community and Business Partnerships		Include learning dispositions in the newsletter to keep parents informed about key social-emotional and academic behaviors that support student success.		Organize parent involvement activities during SEL (Social-Emotional Learning) time to showcase the classroom culture, expectations, and SEL practices. This will help foster a strong sense of belonging and community, allowing families to better understand and support their children's social-emotional growth. Classroom rules and expectations are clearly posted in visible areas for families, community members, and partners to view when they visit the classroom, ensuring transparency and promoting a shared understanding of the classroom environment.

				Distribute "HomeLinks" as part of the Second Step program to increase parent engagement with SEL lessons, encouraging families to review and reinforce the lessons at home. Implement incentives for parents to return signed HomeLinks to teachers, promoting active participation and communication between school and home. Establish partnerships with outside agencies to address high-level behaviors.
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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 staff and students have the opportunity to be involved with: ● School Marathon ● Parent Involvement Activities ● Family Engagement Nights ● K-State Salina STEM Night ● Invited Speakers: Fire Department ● Field Trips: Theatre Salina, Stiefel, Starbase, Pumpkin Patch, Rolling Hills Zoo
Graduation Rate	NA
Postsecondary Effectiveness	NA

State Outcomes – Fundamentals and Structure Identification:

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation		Purchase a social studies curriculum that is aligned with Kansas State Standards.		
Educator Evaluation				
Professional Learning		Professional development on the implementation of a new social studies curriculum.		
Professional Collaboration		PLC time to look at social studies standards and utilize aligned resources.		
Tiered System of Support				
Family, Community, and Business Partnerships				Partner with outside agencies for civic engagement events.

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 state: Teachers instruct, monitor, and assess Speaking and Listening Standards across all grade levels in ELA.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Current state: Students are exposed to social studies curriculum and concepts during a daily 20-minute block.

3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Current state: Some ELA modules focus on social studies topics; these are not aligned to standards at every grade level. During Social Studies instruction (every other week), students are directly taught standards.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Current state: Students have access to Second Step lessons, 1:1 student sessions, and small group SEL sessions.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Current state: Students participate in art and music classes daily. They also have annual events in partnership with the Stiefel Theatre, Salina Community Theater, and Creede Repertory Theater.
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 state: Sunset does not have curricula, programs, or services that engage students in a process that leads students to a postsecondary plan of study. There is not a set curriculum or outcome that all students can access.
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 state: Sunset does not have programs or services that enable students to prepare for postsecondary plans of study.

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?

At Sunset Elementary, being a Title I school brings unique opportunities to create a supportive and nurturing environment that helps all students achieve success and reach their full potential. Serving a diverse student body, many of whom come from low-income families, enables the school to focus on creating an inclusive and equitable learning experience for every child.

Students at Sunset come to school with a variety of strengths and talents, and while they may enter with different levels of foundational skills, the school works diligently to meet each student where they are. Through targeted interventions and personalized learning plans, Sunset ensures that students receive the support they need to build early literacy and math skills. Programs such as small-group instruction and tutoring are essential tools in helping students close any achievement gaps and make consistent progress toward meeting grade-level expectations.

The school has benefited greatly from the additional resources provided by school on improvement funding, which has enabled the addition of extra staffing. These resources have played a crucial role in providing academic support and ensuring that all students have access to opportunities for growth. Sunset is committed to continuing to provide a range of programs and services that help students thrive, and the school's focus on individualized support allows every student to make meaningful progress. Building staff members' efficacy to focus on where they have greatest influence to impact learning, both academic and behavior, is essential. It will take all staff working collaboratively to build their knowledge and skills through a systematic approach that ensures evidence-based practices are being implemented in all classrooms.

Family engagement is a cornerstone of success at Sunset Elementary, and the school recognizes the importance of building strong partnerships with families. By offering support and resources to families, the school helps ensure that parents feel empowered to be active participants in their children's learning journey. Whether through communication, workshops, or community outreach, Sunset strives to create a welcoming environment that encourages collaboration between school and home.

In summary, Sunset Elementary is committed to fostering an environment where all students can achieve proficiency and success. By providing targeted academic support, engaging families, and focusing on individualized learning, Sunset is working to ensure that every student has the tools and resources they need to succeed on state assessments and beyond. Through a collaborative approach, Sunset Elementary helps students reach their full potential, empowering them to become lifelong learners. The combination of being a Title I school and the loss of ESSER funds presents significant challenges to achieving proficiency on state assessments. Addressing these barriers requires a comprehensive approach that includes providing targeted academic support, bridging gaps in access to resources, fostering family engagement, and aligning classroom instruction with state expectations. By working to overcome these obstacles, Sunset Elementary can better support all students in reaching their full potential.