2025-2026 Meadowlark Elementary Needs Assessment for 2026-2027 Budget Considerations

Due Date: 12/19/2025 Board Presentation: 1/27/2026

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

Structures: Reinforce lead indicators and sustain fundamentals within the system: resource allocation; education evaluations; professional learning; professional collaboration; tiered system of supports; and family, community and business partnerships.

For each data review section include data that is important for your building. Highlights areas of success and growth as well as data that indicates areas of concern or need. You can use narrative statements and/or quantitative representations depending on data type.

- **Current State: identify data trends, highlight successes, and concerns. Include references to achievement gaps for subgroups where applicable.**
- **Desired State: include goals and/or actions to address aggregate and subgroups when applicable.**

Communication Goals – Data Review:

	Current State:	Desired State:
KSA ELA	**24-25 Data** ● Third Grade-61% 3s and 4s, 21% 1s ● Fourth Grade-64% 3s and 4s, 12% 1s ● Fifth Grade-64% 3s and 4s, 22% 1s	● Students in third, fourth, and fifth grade will have the *communication* skills to achieve postsecondary success, as measured by a *2% increase in the number of students performing at a level 3 or 4* on the 25-26 Kansas Reading Assessment. ● Students in third, fourth, and fifth grade will have the *communication skills* to achieve postsecondary success, as *measured by a 2% decrease in the number of students performing at a level 1* on the 25-26 Kansas Reading Assessment.
Complex Communication Rubric	**24-25 Data** ● 35.6% of students are performing at the demonstrating level. This is a 10% increase from 23-24.	● Students will have the communication skills to achieve postsecondary success as measured by a 4% yearly increase in the number of students performing at the demonstrating level on the Strategic Plan Rubric.

Critical Thinking Goals – Data Review:

	Current State:	Desired State:
KSA Math	**24-25 Data** ● Third Grade-48% 3s and 4s, 26% 1s	● Students in third, fourth, and fifth grade will have the *critical thinking* skills to achieve postsecondary

	● Fourth Grade-60% 3s and 4s, 13% 1s ● Fifth Grade-69% 3s and 4s, 9% 1s	success, as measured by a *2% increase in the number of students performing at a level 3 or 4* on the 25-26 Kansas Math Assessment. ● Students in third, fourth, and fifth grade will have the *critical thinking skills* to achieve postsecondary success, as *measured by a 2% decrease in the number of students performing at a level 1* on the 25-26 Kansas Math Assessment.
KSA Science	**24-25 Data** ● Fifth Grade-51% 3s and 4s, 14% 1s	● Students in fifth grade will have the *critical thinking* skills to achieve postsecondary success, as measured by a *2% increase in the number of students performing at a level 3 or 4* on the 25-26 Kansas Science Assessment. ● Students in fifth grade will have the *critical thinking skills* to achieve postsecondary success, as *measured by a 2% decrease in the number of students performing at a level 1* on the 25-26 Kansas Science Assessment.
Critical Thinking Rubric	**24-25 Data** ● 2.6% of students are performing at the demonstrating level. This is a 0.6% increase from 23-24.	● Students will have the critical thinking skills to achieve postsecondary success as measured by a 4% yearly increase in the number of students performing at the demonstrating level on the Strategic Plan Rubric.

Behavior and Social-Emotional – Data Review:

	Current State:	**Desired State:**
Social Emotional Behavior Offenses	● 21-22: 98 offenses ● 22-23: 153 offenses ● 23-24: 161 offenses ● 24-25: 129 offenses	● Students will have the *social-emotional skills* to achieve postsecondary success, *as measured by a decrease in the number of behavior offenses* for the 25-26 school year.
Chronically Absent	● 22-23: 12.34% ● 23-24: 8.63% ● 24-25: 10.05%	● Students will have the *social-emotional skills* to achieve postsecondary success, *as measured by a*

		2% decrease in the number of students who are chronically absent during the 25-26 school year.
Self-Directed Learning Rubric	**24-25 Data** ● 8.6% of students are performing at the demonstrating level. This is a 2% increase from 23-24.	● Students will have the social emotional skills to achieve postsecondary success as measured by a 4% yearly increase in the number of students performing at the demonstrating level on the Strategic Plan Rubric.

State Outcomes – Data Review:

	Current State:	**Desired State:**
Civic Engagement/ IPS	● Pledge of Allegiance ● Student Council ● Constitution Day ● Veteran's Day program ● Service projects (food bank, Coins for Kids, United Way, nursing home visits) ● Studies Weekly ● Scholastic News ● Guest speakers ● Field Trips ● Morning Meetings ● Age appropriate voting activities during elections ● Ike's museum and activities in Abilene (guest speakers and field trips) ● Into Reading Curriculum (presidents, voting, constitution) ● 3rd-5th patriotic songs and lessons in music ● Match Madness	● More volunteering and service project opportunities ● More career exploration with 4th and 5th grade students

Use the chart below to record needs and/or actions for each area that will support your school improvement work and impact student performance. The needs assessment for each school will be reviewed by the Board of Education as part of the annual budget decision process.

KESA Fundamental & SI Structures	Need Areas		
	Academics	**Behavior**	**SEL**
Standards Alignment (KESA Focus Fundamental)	**Current:** ● Learning intentions & success criteria are aligned with the standards and curriculum. ● Curriculum is aligned with state standards ● Curriculum is aligned with ELA and math mini tests **Need:** ● Alignment is reflected in classroom instruction and assessment data ● Success criteria is used as an assessment and drives teacher instruction ● Tier 1 instruction is offered to all students and implemented by all staff ● Teachers reference learning intentions and success criteria at least three times during a lesson (before, during, after)	**Current:** ● Four levels for behavior infractions that is consistent throughout the building ● Monthly assemblies for learner dispositions and conscious discipline skill of the month ● Expectation Matrix ● Voice level chart	**Current:** ● SEL standards ● Character Strong ● School wide learner dispositions ● Monthly assemblies for learner dispositions and conscious discipline skill of the month ● Break Cards

Professional Learning	**Current:** ● Some staff are receiving LETRS training ● Visible Learning ● Ci3T ● Walkthrough Feedback **Need:** ● All staff need to be LETRS trained (or equivalent to) ● More training for Tier 2 and 3 interventions and progress monitoring ● Kagan training/refresher for all staff ● Ensure new staff get trained in Visible Learning	**Current:** ● Ci3T ● Some staff are trained in Conscious Discipline ● Threat Assessment Training ● Character Strong **Need:** ● Conscious Discipline training for all staff (or other classroom management/behavior PD)	**Current:** ● Some staff are trained in Conscious Discipline ● Suicide Prevention training ● Bullying training ● Character Strong ● Ci3T ● Learner Dispositions **Need:** ● Training on Morning Meetings/Character Strong
Professional Collaboration	**Current:** ● Weekly PLCs ● Analyze math and reading data to drive instruction ● Walkthrough Feedback ● Weekly BLT Meetings ● GEIP Meetings **Need:** ● Assure adequate time is given for PD and PLCs. ● More scheduled time for PD throughout the school year. ● Opportunity to create interrater reliability for the	**Current:** ● Analyze behavior offenses and brainstorm solutions ● Weekly BLT Meetings ● GEIP Meetings **Need:** ● Assure adequate time is given for PD and PLCs. ● More scheduled time for PD throughout the school year.	**Current:** ● Social emotional learning (SEL) PLCs ● Analyze SRSS data for interventions and social skills groups ● Weekly BLT Meetings ● Opportunity to create interrater reliability for the self directed rubric ● GEIP Meetings **Need:** ● Assure adequate time is given for PD and PLCs.

	communication and critical thinking rubric ● Success criteria is used as an assessment and drives teacher instruction		● More scheduled time for PD throughout the school year.
Tiered System of Support	**Current:** ● Leveled intervention time for both reading and math. ● Progress Monitoring for Tier 2 and 3 students ● GEIP for students who struggle with academics ● UFLI curriculum for Tier 2 and 3 students ● Wilson curriculum for Tier 3 students who need specially designed instruction ● Tutoring during the school day (limited) **Need:** ● More Tier 2 and 3 resources ● More tutoring during the school day ● Entry/exit criteria for Tier 2 and 3 groups	**Current:** ● SRSS data ● GEIP meetings for students who struggle with behavior ● Character Strong Tier 1 instruction for all students (25 minutes every other week) ● Break Cards **Need:** ● Training on how to administer the SRSS ● Behavior Support Staff ● Classroom Assistants in kindergarten classrooms ● More Tier 1 instruction for behavior/social skills.	**Current:** ● Social skills groups ● One on one counseling ● SRSS data ● GEIP meetings for students who struggle with SEL skills ● Character Strong Tier 1 instruction for all students (25 minutes every other week) ● Break Cards **Need:** ● Training on how to administer the SRSS ● Behavior support staff-this would give the social worker and counselor more time for groups and counseling ● Entry/exit criteria for Tier 2 and 3 groups. More fluidity with groups. ● Progress monitoring for SEL data ● More Tier 1 instruction for behavior/social skills.
Family, Community and Business Partnerships	**Current:**	**Current:** ● CAPS bullying	**Current:** ● Big Brothers Big Sisters

	● Site Council overview of academics and data ● Apply Math books are sent home with families to understand math at home. ● Meadowlark Minute to showcase academics ● KS Kids Fitness ● Starbase ● Thad Beach Science and Music Lessons ● Marathon ● Nursing homes ● Fire department ● Theatre Salina ● Academic engagement calendar ● Match Madness ● Active and involved PTO **Need:** ● Partner with businesses to offer more career explorations for 4th and 5th grade students	● CKMHC	● Central Kansas Mental Health Center ● CAPS Happy Bear ● Food Bank ● United Way ● Love Chloe ● Bingo Night ● Fun Night ● Spotlight board for celebrations ● Highway Patrol Center ● Pedal Pull ● YMCA ● PTO ● Rolling Hills Zoo ● Engagement calendar ● The Yard
Resource Allocation	**Current:** ● Eureka Squared ● iReady ● HMH Into Reading ● Structured Literacy ● Scholastic News ● Studies Weekly ● Amplify	**Current:** ● Character Strong ● Conscious Discipline ● Full time Social worker and counselor ● Ci3T **Need:**	**Current:** ● Character Strong ● Conscious Discipline ● Full time Social Worker and Counselor ● Ci3T **Need:**

	● Interventionist Position ● At Risk Teacher ● Full time Literacy Coach ● ⅓ time Math Coach ● Ci3T **Need:** ● Kagan Training for new staff ● Maintain interventionist position. ● Maintain at risk position ● Maintain literacy coach ● Full time math coach instead of sharing with 2 other buildings. ● Time to implement all the great things we have going on. Less change and continue to focus on what is already in place. ● Maintain at least four sections of both kindergarten and first grade due to high needs of students	● Behavior Assistants ● Kindergarten support in each classroom ● Conscious Discipline training for all (or other classroom management/behavior PD) ● More Tier 1 instruction for behavior/social skills. ● Add a permanent third EBD teacher or certified staff support. Numbers are too high, which makes the program less effective and unsafe for staff and students. ● Maintain at least four sections of both kindergarten and first grade due to high needs of students	● Maintain full time social worker and counselor ● Conscious Discipline training for all (or other classroom management/behavior PD) ● Staffed reset room for students who are needing breaks or time to cool down ● More Tier 1 instruction for behavior/social skills. ● Maintain at least four sections of both kindergarten and first grade due to high needs of students

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 training to support student learning ● One-to-one Chromebooks

	● Morning Meetings ● Student Council ● Monthly Assemblies with student participation opportunities
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	**Current:** ● Studies Weekly ● Scholastic News ● Some ELA modules review these topics ● Conscious Discipline ● Character Strong ● Morning Meetings ● Monthly Assemblies ● Student Council ● Student of the Month ● Learner Dispositions
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 ● Some ELA modules review these topics ● Scholastic News ● Voting activities during elections
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	**Current:** ● PE class every other day for students ● Counseling (Tier 1 SEL instruction) once every two weeks for all students ● Character Strong ● Conscious Discipline skills are discussed and modeled during morning meetings (one skill per month) ● School wide learner dispositions are discussed and modeled during morning meetings (one skill per month) ● Morning Meetings ● Social Skills Groups ● One on one counseling

	● Partnership with the mental health center (case management, wrap-arounds, and therapy all offered at school) ● Student of the Month ● Monthly Assemblies focusing on learner dispositions and conscious discipline skills **Need:** ● Staff training on Conscious Discipline (or something comparable) ● Staff training on morning meetings ● More Tier 1 SEL instruction with training
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 ● K-5 yearly music programs ● 5th graders can participate in Orchestra or Band ● Field trips to Salina Community Theatre ● 1st-5th grades have art once per week ● Arts infusion visits in the school **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/guest speakers ● Conscious Discipline life skills ● Learner Dispositions ● Morning Meetings ● Character Strong **Need:** ● More partnerships and opportunities to bring community careers into the school setting. ● More opportunities for civic engagement
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in	**Current:** ● Field trips/guest speakers ● Conscious Discipline life skills ● Character Strong

surrounding states, in academics or in the job market.	● Morning meetings ● Learner Dispositions **Need:** ● More partnerships and opportunities to bring community careers into the school setting ● More opportunities for civic engagement

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?
Additional Staff ● **Add another permanent EBD Teacher:** Given the large number of students and the behavioral challenges within the Emotional and Behavioral Disorders (EBD) program, the addition of another teacher is essential to maintain the program's effectiveness and ensure the safety of both staff and students. This would also require more Special Education Technicians to assist the teacher. ● **Kindergarten Support Staff:** To address the significant needs of kindergarten students, it is recommended that all kindergarten classrooms be supported by Instructional Assistants. ● **Four Sections of Kindergarten and First Grade:** Maintain at least four sections of both kindergarten and first grade due to high needs of students. ● **Behavior Support Staff:** Due to a rise in behavioral incidents throughout the building and high enrollment in the Emotional and Behavioral Disorders (EBD) program, the addition of a behavior assistant is essential to support students, teachers, and administrators. This will allow the administration to concentrate more effectively on instructional leadership without being frequently interrupted by behavioral issues. ● **Roving Sub:** A building sub is needed to cover open positions throughout the day. We are having to pull our at risk teacher and interventionist, which affects intervention groups and services students receive. ● **Maintain Certified Support Staff:** Maintain a full time social worker, counselor, literacy coach, at risk teacher, and interventionist. Maintain a part time math coach if a full time one is not possible. **Staff Training Needs**: ● **Classroom Management and Behavior Intervention:** It is essential for all certified and classified staff to receive professional training in classroom management and strategies for addressing student behaviors effectively within the classroom setting.

- **New Teacher Training:** To enhance classroom engagement, cooperative learning, and active discussion, new educators should receive training in Kagan strategies. Additionally, training in Visible Learning will equip them with an understanding of learning intentions, success criteria, teacher clarity, and engagement techniques.

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.

Other:

- **District Boundary Changes:** The district needs to examine potential changes to school boundaries. Meadowlark Elementary currently has the highest enrollment among Salina's elementary schools and also hosts the Emotional and Behavioral Disorders (EBD) program. Larger class sizes present challenges for teachers in maintaining positive behavior and academic achievement, leading to inequities for staff and students across the other eight elementary schools. Additionally, the EBD program requires significant administrative and certified support staff time, impacting the resources available for the general student population.