

2025-2026 Oakdale 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	2021-2022: 33% of students scored at a level 1 on the KSA ELA Assessment 2022-2023: 41% of students scored at a level 1 on the KSA ELA Assessment 2023-2024: 38% of students scored at a level 1 on the KSA ELA Assessment 2024-2025: 41% of students scored at a level 1 on the KSA ELA Assessment 2021-2022: 24.7% of students scored at a level 3 or 4 on the KSA ELA Assessment 2022-2023: 21% of students scored at a level 3 or 4 on the KSA ELA Assessment 2023-2024: 25.5% of students scored at a level 3 or 4 on the KSA ELA Assessment 2024-2025: 33.3% of students scored at a level 3 or 4 on the KSA ELA Assessment 3rd grade scores have shown a 12% increase from 2022-2024. 2024-2025 4th grade showed an increase in percentage of students scoring at Level 4. 2024-2025 3rd and 4th grade students scored within a	Students will show success, as measured by a 25% increase in the number of students performing at Level 3 or 4 (above grade level) on the Kansas ELA Assessment by 2027. Students will show success, as measured by a 25% decrease in the number of students performing at Level 1 (below grade level) on the Kansas ELA Assessment by 2027.

	couple of percentage points of the district averages.	
Complex Communication Rubric	2023-2024: 12.8% of students are scoring at the Demonstrating level. 2024-2025: 23.3% of students are scoring at the Demonstrating level. Percentage of students at the Demonstrating level almost doubled.	Increase 4% at Demonstrating Level yearly
Other Data	iReady 2024-2025 Beginning of year: 23% of students' overall placement was two or more grade levels below (red) 2024-2025 end of year: 14% of students' overall placement was two or more grade levels below (red) 2024-2025 Beginning of year: 17% of students' overall placement was at grade level or above (green) 2024-2025 end of year: 54% of students' overall placement was at grade level or above (green)	

Critical Thinking Goals – Data Review:

	Current State:	Desired State:
KSA Math	2021-2022: 48% of students scored at a level 1 on the KSA Math Assessment 2022-2023: 34% of students scored at a level 1 on the KSA Math Assessment 2023-2024: 41% of students scored at a level 1 on the KSA Math Assessment 2024-2025: 43% of students scored at a level 1 on the KSA Math Assessment 2021-2022: 22.1% of students scored at a level 3 or 4 on the KSA Math Assessment 2022-2023: 25.7% of students scored at a level 3 or 4 on the KSA Math Assessment 2023-2024: 22.7% of students scored at a level 3 or 4 on the KSA Math Assessment 2024-2025: 22.9% of students scored at a level 3 or 4 on the KSA Math Assessment	Students will show success, as measured by a 20% increase in the number of students performing at Level 3 or 4 (above grade level) on the Kansas Math Assessment by 2027. Students will show success, as measured by a 15% decrease in the number of students performing at Level 1 (below grade level) on the Kansas Math Assessment by 2027.

KSA Science	2021-2022: 52% of students scored at a level 1 on the KSA Science Assessment 2022-2023: 39% of students scored at a level 1 on the KSA Science Assessment 2023-2024: 43% of students scored at a level 1 on the KSA Science Assessment 2024-2025: 51% of students scored at a level 1 on the KSA Science Assessment 2021-2022: 22% of students scored at a level 3 or 4 on the KSA Science Assessment 2022-2023: 27% of students scored at a level 3 or 4 on the KSA Science Assessment 2023-2024: 17% of students scored at a level 3 or 4 on the KSA Science Assessment 2024-2025: 9.3% of students scored at a level 3 or 4 on the KSA Science Assessment	Students will show success, as measured by a 25% increase in the number of students performing at Level 3 or 4 (above grade level) on the Kansas Science Assessment by 2027. Students will show success, as measured by a 20% decrease in the number of students performing at Level 1 (below grade level) on the Kansas Science Assessment by 2027.
Critical Thinking Rubric	2023-2024: 0% of students scoring at the Demonstrating level 2024-2025: 9.1% of students scoring at the Demonstrating level	Increase 4% at Demonstrating Level yearly
Other Data	iReady 2024-2025 Beginning of year: 21% of students' overall placement was two or more grade levels below (red) 2024-2025 end of year: 15% of students' overall placement was two or more grade levels below (red) 2024-2025 Beginning of year: 8% of students' overall placement was at grade level or above (green) 2024-2025 end of year: 52% of students' overall placement was at grade level or above (green)	

Behavior and Social-Emotional – Data Review:

	Current State:	Desired State:
Social Emotional	2021-2022: 96 social-emotional behavior offenses 2022-2023: 160 social-emotional behavior offenses 2023-2024: 167 social-emotional behavior offenses	Students will demonstrate growth in social-emotional regulation skills necessary for post-secondary success by a 5% yearly decrease in social-emotional behavior offenses.

Behavior Offenses	2024-2025: 113 social-emotional behavior offenses	
Chronically Absent	2023-2024: 8.7% decrease in chronic absenteeism compared to the previous year. 2024-2025: less than 1% increase in chronic absenteeism compared to the previous year	Students will show success as demonstrated by a 3% yearly decrease in chronically absent students.
Self-Directed Learning Rubric	2023-2024: 5.7% of students scored at the Demonstrating level. 2024-2025: 4.4% of students scored at the Demonstrating level.	Increase 4% yearly at Demonstrating Level over 5 years
Other Data		

State Outcomes – Data Review:

	Current State:	Desired State:
Civic Engagement/ IPS	Social studies lessons are provided to all students K-5. ELA curriculum embeds foundational concepts of economics, social and political systems. Second Step curriculum helps to reinforce and teach responsible decision making and social awareness. K-5th graders participate in activities appropriate for their grade level during Constitution Week. 5th graders are provided “leadership” time for participation in activities that help to engage them civically. The building also connects with community partners and finds ways to help students give back to others through creation of cards, invitations for guest speakers, and our school garden.	

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)	<u>Actions:</u> Use data from various assessments to drive intervention instruction PLC time to look at HMH resource to ensure alignment with KS standards for each module Ability to choose standards based on data points Scope and sequence document that is accessible by all teachers Visible Learning - Learning Intentions and Success Criteria (LI/SC) Time resources added for Science and Social Studies instruction at homeroom level Science and Social Studies materials that are standards aligned Math Catalyst and Equip resources that directly align to standards	<u>Actions:</u> CharacterStrong resource aligned to standards <u>Needs:</u>	<u>Actions:</u> CharacterStrong resource aligned to standards Learning Disposition posters for each learning space Tier 2 and Tier 3 social skills groups SEL time scheduled for all homerooms Preschool available for At-Risk and children identified as having special needs Morning meetings for Tier 1 <u>Needs:</u> Time to analyze the alignment at the individual teacher level between CharacterStrong resource and standards

	<u>Needs:</u> The ability for building leaders to focus on instruction by being in classrooms which would require a better balance of management leadership vs. instructional leadership when additional building needs (such as increased demand for behaviors support, more specialized resources, or greater staff coordination) are introduced. It can present significant challenges for leadership to be present and effective in classrooms.		
Professional Learning	<u>Actions:</u> PLC time for discussion on Learning Intentions/Success Criteria Instructional coaches meet and work with teachers to encourage quality instruction LETRS training offered for all staff LETRS strategies and knowledge is being implemented by staff that have been trained which brings high quality, research based strategies to support reading instruction	<u>Actions:</u> Training and review yearly for staff on completion of data collection tools <u>Needs:</u> Continued professional development for addressing Tier 2 and Tier 3 needs Increased knowledge of how behavior fits within the framework of MTSS.	<u>Actions:</u> Training and review yearly for staff on completion of data collection tools Conscious Discipline training for many Trauma training for many SEL courses offered by district for staff development CharacterStrong implementation training for all staff for Tier 1 resources

	Instructional coaching to support individual or grade level needs Training for new staff on materials and resources at building and district level <u>Needs:</u> More professional development and PLC time for taking district level learning and sharing it with staff. Continued training for new teachers on iReady, PD on different assessment methods/measures and data collection Additional staff development time to address building and individual grade level needs to support quality instruction		<u>Needs:</u> Conscious Discipline training for all staff; additional training for staff on Tier 1 supports for their classrooms Continued professional development for addressing Tier 2 and Tier 3 needs
Professional Collaboration	<u>Actions:</u> ELA & Math PLCs with homeroom teachers, SPED, at-risk, title, grade level collaborations to discuss curriculum and instruction. PLC discussions on data Data dives with assessment results from various types of assessments including mini-tests	<u>Actions:</u> Administration and analyzation of SRSS data SIT referral process to brainstorm supports for behavior needs of individual and groups of students <u>Needs:</u> Additional resources, strategies or programs to help address the	<u>Actions:</u> PLCs for student support staff to develop their skills SIT meetings Administration and analyzation of SRSS data <u>Needs:</u>

	Integration of ELA instruction into other content areas <u>Needs:</u> Vertical and horizontal alignment discussion on vocabulary and the progression of ELA, math and science vocabulary throughout grade level standards/concepts/curriculum. The opportunity for vertical alignment to happen The opportunity for special education teachers and homeroom teachers to collaborate and understand structure for quality instruction within both the general education and special education classrooms	growing Tier 2 and Tier 3 behavior needs of students	Additional resources, strategies or programs to help address the growing Tier 2 and Tier 3 SEL needs of students
Tiered System of Support	<u>Actions:</u> Math and ELA intervention time in our schedule for K-5 which utilizes homeroom teachers, SPED teachers, at-risk staff, and instructional assistant Heavier focus on ensuring a highly effective Tier 1 is in place Diagnostic screeners to help determine student needs for MTSS	<u>Actions:</u> Central Kansas Mental Health Center (CKMHC) Social skills groups SIT meetings <u>Needs:</u> Additional resources, strategies or programs to help address the	<u>Actions:</u> CharacterStrong implementation training for all staff for Tier 1 resources Additional instructional resources for general education teachers and specialists that support Tier 1, Tier 2, and Tier 3 social-emotional needs of students.

	Scheduled time for meeting differentiated needs <u>Needs:</u> More focused and data driven approach on student needs to create a system that is flexible with changing with student needs and additional staff to support the instruction of these groups Modified curriculum to support some of our most struggling learners Discussions and decisions as building and district about which resources should be used to support which tiers Additional specialist supports for the growing needs of Tier 2 and Tier 3	growing Tier 2 and Tier 3 behavior needs of students Increased knowledge of how behavior fits within the framework of MTSS. Analyze the transition between programs to ensure student readiness for the length of the day programming. Significant challenges arise when this isn't considered, as the students haven't had the chance to build stamina, nor is the setting/support always at the same level of intensity.	Central Kansas Mental Health Center (CKMHC) Social skills groups SIT meetings Data driven team that determines and delivers SEL supports for Tier 1, 2, and 3 Student support team Preschool available for at-risk and children identified as having special needs <u>Needs:</u> Additional resources, strategies or programs to help address the growing Tier 2 and Tier 3 SEL needs of students Analyze the transition between programs to ensure student readiness for the length of the day programming. Significant challenges arise when this isn't considered, as the students haven't had the chance to build stamina, nor is the setting/support always at the same level of intensity.
--	---	---	--

Family, Community and Business Partnerships	<u>Actions:</u> Family Math pages from Eureka Math Squared that go home at the beginning of each topic with explanation and application Site Council updates on new and continuing instructional practices to support students' success in math and ELA XCel workers to help support learning in kindergarten Data sheets that are sent home with students so families are informed of various assessment results Communication with families during school engagement events that help to explain instructional practices used and how they can be supported at home <u>Needs:</u> Communicate with and educate parents and community about learning intentions and success criteria updates	<u>Actions:</u> CKMHC partnership Boys & Girls Club partnership <u>Needs:</u> Additional offering for parents and community to support Conscious Discipline and trauma informed practices	<u>Actions:</u> District provided rubric for assessment of student need Ages and Stages Questionnaire (ASQ)for PreK and Kindergarten Belonging Survey & data CKMHC partnership Boys & Girls Club partnership Student of the Month assemblies Business partnerships that support students during family engagement opportunities <u>Needs:</u> Additional offering for parents and community to support Conscious Discipline and trauma informed practices Continued building of partnerships with mental health providers to increase offerings to students and families

	Additional supports for primary grades similar to what kindergarten has to help support the structure literacy needs of students Increased communication and resources for parents about student's level and links to online resources to help support student learning from home		Increased strategies for helping families support student attendance
Resource Allocation	<u>Actions:</u> Teacher manuals from Eureka Math Squared have Achievement Descriptors for each module/lesson that are standards focused Visible Learning - learning intentions and success criteria HMH resource Additional teachers (title and at-risk) and coaches to help support; literacy pulled into other content areas (English Language Learner (ELL), SEL, library, science/social studies) Special education ability to deliver explicit, systematic instruction	<u>Actions:</u> Continued support of maintaining positions that help support students, teachers and families with managing student behaviors in all settings (social worker, student support specialists, family support specialists, counselor) <u>Needs:</u> Maintaining funding to ensure critical positions to support student behavior are able to continue Methods to help protect administrative time from being focused on behavior instead of balanced with instructional supports	<u>Actions:</u> Learning Disposition posters for each learning space Tier 2 and Tier 3 social skills groups SEL time scheduled for all homerooms Preschool available for At-Risk and children identified as having special needs <u>Needs:</u> Continued funding to support positions that help address the SEL needs of students Additional resources, strategies or programs to help address the growing Tier 2 and Tier 3 SEL and behavior needs of students

	Visible Learning, HMH Resource, UFLI, specially designed instruction, iReady lessons, Kagan, LETRS Science and social studies materials for Tier 1 implementation in homerooms. Instructional leadership to support the efforts in the classrooms. Instructional specialists to support the learning of students. 1:1 access for student technology <u>Needs:</u> Funding to continue to have Reflex math fluency program. Progress monitoring for concepts outside of fluency standards, science assessments/practice tests for state assessments Need for quality substitutes to support teacher's ability to assess students - lack of substitutes creates a situation where interventionists are pulled to cover classrooms resulting in students not receiving consistent instruction to help fill their learning gaps		Analyze the transition between programs to ensure student readiness for the current ½ day program - currently we have students who were receiving services in another program for a very shortened amount of time (2 days for 1.5 hours) and moved then directly into a classroom of 11 other students for 3 hours, 4 days a week. This creates significant challenges, as the students haven't had the chance to build stamina, nor is the setting/support at the same level of intensity.
--	--	--	--

	Maintain iReady Continued review of data to determine assessment effectiveness Modified curriculum to support some of our most struggling learners Amplify and Studies Weekly resources to support Science and Social Studies instruction.		
--	--	--	--

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, writer's workshop, and in small group reading for all students in the general education setting. ● Oral and written communication skills are assessed using district rubrics created from Kansas State Standards.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	● Social studies lessons are provided 2 times a week to all students K-5. ● ELA curriculum embeds foundational concepts of economics, social and political systems. ● CharacterStrong curriculum helps to reinforce and teach responsible decision making and social awareness. ● K-5th graders participate in activities appropriate for their grade level during Constitution Week. ● 4th and 5th graders are provided "leadership" time for participation in activities that help to engage them civically. ● 5th graders are provided with a presentation from Equity Bank on financial literacy.
3. Sufficient understanding of governmental processes to	● Social studies lessons are provided two times a week to all students K-5. ● ELA curriculum embeds foundational concepts of economics, social and political systems.

enable the student to understand the issues that affect his or her community, state and nation.	● K-5th graders participate in activities appropriate for their grade level during Constitution Week. ● 4th and 5th graders are provided “leadership” time for participation in activities that help to engage them civically. ● Kindergarten students experience presentations from local community helpers.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	● CharacterStrong curriculum provided to all students PreK-5th grade for social, emotional, and character development ● Building-wide PBIS implementation ● Student of the Month recognition for appropriate character choices ● Social-emotional behavior referrals, soft skills/non-academic reporting collected for all students K-5th grade ● ASQ data collection for PreK and Kindergarten students ● SRSS data collection for all K-5 students ● Lessons on healthy choices delivered through science curriculum and school nurse ● Physical education for all students PreK-5th grade a minimum of 2 times a week ● All students PreK-5th grade provided 2 recesses per day ● All staff access to Employee Assistance Program (EAP) for social, emotional, and mental health ● School nurse available daily for all students PreK-5th grade ● Kindergarten students are provided with a presentation from Salina Area Tech about dental health. Kindergarten students are provided with a presentation from Salina Central students in the format of a health fair. ● My Plate display in the lunchroom.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	● K-5 access to theater and arts infusion activities, both in the classroom and in the community ● PreK-5th grade weekly access to visual art and music lessons ● PreK-5th grade weekly lessons during time in library to aid in understanding of cultural and historical heritage
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.	● 5th graders exposure to STARBASE to build knowledge of opportunities in a variety of science, math, and engineering job fields. ● Academic goal setting and conferences with all students K-5th grade to help ensure students understand the impact of their learning for their future. ● Field trips to expose students to a variety of opportunities within the community, thus, increasing their exposure and knowledge of career possibilities.
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in	● 5th grade exposure to STARBASE builds knowledge of opportunities in a variety of science, math, and engineering job fields.

surrounding states, in academics or in the job market.	● Academic goal setting and conferences with all students K-5th grade in order to help ensure students understand the impact of their learning for their future. ● Field trips expose students to a variety of opportunities within the community, thus increasing their knowledge of career possibilities.
--	--

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: Oakdale Elementary continues to face several interconnected barriers that require targeted attention and sustained investment to ensure equitable access, supports, and outcomes for all students. Priority areas include:

- 1. Sustaining, Aligned, and Expanding Student Support Systems (Tier 2 and Tier 3)**
 Continued funding and expansion of key support positions and programs—such as behavior support specialists, full-time social workers, intervention staff, and mental health initiatives—are critical to meeting increasing academic and social-emotional needs. Current supports remain strained, particularly at the Tier 2 and Tier 3 levels, and without sustained investment beyond 2025, student well-being and learning outcomes are at risk. Strategic collaboration is needed to strengthen, align, and build systems that proactively support students and reduce barriers to success.
- 2. Support for Special Education and At-Risk Learners**
 Additional resources are necessary to provide individualized, responsive interventions for students with disabilities and those identified as at risk. Ensuring access to appropriate academic and social-emotional supports is essential for student growth, inclusion, and long-term success.
- 3. Recruitment and Retention of Highly Qualified Educational Professionals**
 The ability to attract and retain skilled certified and classified staff, as well as substitutes, remains a significant challenge. Competitive incentives and sustainable staffing structures are essential to maintaining continuity, addressing student needs, and upholding high instructional and support standards.
- 4. Professional Learning and Collaborative Capacity**
 High-quality professional learning and dedicated collaboration time are vital for educator growth and instructional coherence. Increased opportunities for both vertical and horizontal collaboration will support aligned learning experiences across grade levels. Ongoing professional development focused on addressing Tier 2 and Tier 3 academic and social-emotional needs continues to be a priority identified by staff.
- 5. Universal, Balanced Preschool Access and Early Learning Transitions**
 Access to consistent, high-quality early learning experiences is essential to preventing achievement gaps during foundational years. Universal preschool programming should remain a priority, along with continued analysis of student transitions into general and special education programs to ensure balance, equity, and strong early learning pathways for all students.

6. Community Partnerships and Family Support Services

Strengthening partnerships with community organizations allows schools to function as hubs of support for families. Improved access to coordinated services enhances family engagement and addresses student needs in a more holistic and sustainable manner.

These barriers highlight the ongoing need for strategic investment in staffing, student supports, early learning, and professional capacity. Addressing these priorities will strengthen Oakdale Elementary's ability to provide an inclusive, supportive, and high-quality educational environment that promotes long-term success for students, staff, and the broader community.