

2025-2026 Schilling 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	42% of Schilling students scored a level 1 on the KS ELA Assessment. 26% of Schilling students scored a level 3 on the KS ELA assessment. 2% of Schilling Special Education students scored a level 3 on the KS ELA assessment. 24% of Hispanic students scored a level 3 on the KS ELA assessment. 4% of Schilling students scored a level 4 on the KS ELA assessment. 2.3% of Schilling Hispanic students scored a level 4 on the KS ELA assessment.	Decrease Schilling students scoring a level 1 on the KS ELA Assessment by 13% over five years. Increase Schilling students scoring a level 3 and 4 on the KS ELA assessment by 10% over five years.
Complex Communication Rubric	15.1% of Schilling students performed overall at a level 4, Demonstrating, on the complex Communication rubric. This is a 4% increase from the 23-24 baseline year.	Increase Schilling students scoring at demonstrating level by 4% yearly.
Other Data	iReady Reading Diagnostic Comparison data from beginning to end of the year 24-25 ● Schilling students scoring three levels or more below grade level decreased from 15% to 8%.	Decrease percentage of Schilling students scoring below grade level from fall to spring.

	• Schilling students scoring two or more grade levels below grade level decreased from 26% to 15%. • Schilling students scoring one grade level below decreased from 40% to 33%. • Schilling students scoring early on grade level increased from 12% to 21%. • Schilling students scoring mid or above grade level increased from 7% to 24%.	Increase percentage of Schilling students scoring on and above grade level from fall to spring.
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Critical Thinking Goals – Data Review:

	Current State:	Desired State:
KSA Math	45% of Schilling students scored a level 1 on the KS ELA Assessment. 19% of Schilling students scored a level 3 on the KS Math assessment. 2% of Schilling Special Education students scored a level 3 on the KS Math assessment. 20% of Schilling Hispanic students scored a level 3 on the KS Math assessment. 2% of Schilling students scored a level 4 on the KS Math assessment. 2% of Schilling Special Education students scored a level 4 on the KS Math assessment. 2% of Schilling Hispanic students scored a level 4 on the KS Math assessment.	Decrease Schilling students scoring a level 1 on the KS Math Assessment by 12% over five years. Increase Schilling students scoring a level 3 and 4 on the KS Math assessment by 10% over five years.
KSA Science	21% of Schilling students scored a level 3 on the KS Science assessment.	Decrease Schilling students scoring a level 1 on the KS Science Assessment by 11% over 5 years.

	1% of Schilling students scored a level 4 on the KS Science assessment. 49% of Schilling students scored a level 1 on the KS Science assessment.	Increase Schilling students scoring a level 3 and 4 on the KS Science assessment by 10% over 5 years.
Critical Thinking Rubric	0% of Schilling students performed at a level 4, Demonstrating, on the Critical Thinking Rubric. This remains steady from the baseline year of 23-24.	Increase Schilling students scoring at demonstrating level by 4% yearly.
Other Data	iReady Reading Diagnostic Comparison data from beginning to end of the year 24-25 • Schilling students scoring three levels or more below grade level decreased from 12% to 4%. • Schilling students scoring two levels below decreased from 23% to 8%. • Schilling students scoring one grade level below decreased from 54% to 45%. • Schilling students scoring on grade level increased from 7% to 20%. • Schilling students scoring above grade level increased from 3% to 23%.	Decrease percentage of Schilling students scoring below grade level from fall to spring. Increase percentage of Schilling students scoring on and above grade level from fall to spring.

Behavior and Social-Emotional – Data Review:

	Current State:	Desired State:
Social Emotional Behavior Offenses	Schilling had 66 offenses during the 24-25 school year. This is a decrease of 38 offenses from the 21-22 baseline year.	Decrease Schilling students receiving office referrals each year.
Chronically Absent	20.5% of students were chronically absent. This is a 13% decrease from the 21-22 baseline year.	Decrease Schilling students who are chronically absent 15% from 21-22 baseline year.
Self-Directed Learning Rubric	4.5% of Schilling students performed overall at a level 4, Demonstrating, on the Self-Directed Learning rubric. This is a 1.1% decrease from the 23-24 baseline year.	Increase Schilling students scoring at a level 4, Demonstrating, on the Self-Directed Learning rubric.

Other Data		
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State Outcomes – Data Review:

	Current State:	Desired State:
Civic Engagement/IPS	Our students and staff have opportunities to be involved with: *Parent Engagement Activities *Schilling Choir *ESOL Field trips for community engagement *Arts Infusion Presentations *Guest Speakers *Grade level field trips including Theatre Salina, Stiefel, Starbase, Rolling Hills Zoo *School Marathon *Salina South High School and Salina South Middle School Performances at Schilling assemblies for theatre, guitar, orchestra, and vocal groups	Each quarter our staff and students will have opportunities to be engaged with activities or community members outside their classroom. Parents and families will have engagement opportunities each quarter to interact with Schilling.
Graduation Rate	The district average is 86.8%.	By decreasing our Schilling students that are chronically absent, students will feel more successful and have stronger academics, making them more likely to graduate high school.

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)	Visible Learning training with a continued focus on teacher clarity with learning intentions and success criteria.	Using data from classrooms, think sheets, and referrals to support and align lessons to needs of classrooms.	Continued support for Character Strong. Training or classroom teachers on how to do/deal with behaviors.

	Implementing the use of, understanding of, and application of mini-tests in ELA, Math, and Science to drive instructional groups. Training for all teachers on the purpose of, expectations, formatting, and data of each given assessment. Ensuring expectations and rigor for our highest learners. All staffing ensures consistent, high-quality, explicit tier 1 instruction of math, reading, and science across the school.	SRSS data collected, analyzed, and used for behavior interventions. All staffing ensures consistent, high-quality, explicit tier 1 instruction of behavior expectations across the school	Students have the opportunity to learn and apply Schilling Learning Dispositions taught during tier 1 instruction.
Professional Learning	LETs training for all teachers of reading. Opportunities for teachers of Tier 2 and Tier 3 students to have training in research-based strategies and instructional resources. Visible Learning training with a focus on teacher feedback. Amplify Science curriculum training.	Training offered with classroom management strategies. Continued training of Character Strong curriculum. Creating a School within a school used to support tier 3 students throughout the day. Training all staff in trauma informed intervention strategies. Training in behavior interventions. Observing colleagues to gain behavior strategies.	Para training at regular intervals to support their specific caseload of student needs. Observing colleagues to gain SEL strategies. Training of trauma, aces, and the impact in school. Teacher training on the self-directed learning rubric that includes opportunities for teachers to practice and plan instruction.

	Social Studies standards presented with resources. Follow-up to refine resources. Training time for new staff with a gradual release of new skills and programming. Training for all teachers to include how to interpret data, find trends, and create action steps. Understanding and applying the triangulation of data. Training on critical thinking rubric to include exemplar examples and opportunities for teaching.	Teacher training on the complex communication rubric that includes exemplar responses and opportunities for teachers to practice and plan instruction.	
Professional Collaboration	Regular PLC meetings for special teachers across the district. Understanding and application of Triangulation of data to support student intervention. Observation of colleagues for teachers to understand grade level expectations and vertical alignment. Establish structured training time for new staff that incorporates a gradual release of information of skills and programming expectations.	Committee formed to create a process and implementation of school families or staff/student mentors or buddies. Collaboration with colleagues over behavior management supports. Collaboration with colleagues over Learning Dispositions and strategies to directly teach as well as embed into lessons. Continued collaboration of consistent expectations in common areas.	Collaboration with colleagues over SEL supports.

	Maintain consistent collaboration time for all staff by setting regular training intervals throughout the year.		
Tiered System of Support	Continued employment of Interventionists to support tiered instruction. Triangulation of data to support student interventions. Clarify expectations of tiered supports including data used and time frames Clarify research-based resources that are used during tiered instruction	Use of backmap of Character Strong among all grade levels and terms. School within a school format used to create tier 2 and 3 support throughout the day.	Continued employment of social worker and counselor to individual needs. Committee formed to create a process and implementation of school families or staff/student mentors or buddies.
Family, Community and Business Partnerships	Quarterly family engagement activities. Communicate grade level standards to families. Volunteers to provide support in classrooms.	Early promotion and advertisement of pre-kindergarten opportunities and enrollment processes Develop opportunities for parents to understand Chronic absenteeism Develop opportunities for families to understand the importance of perseverance and grit	Early promotion and advertisement of pre-kindergarten opportunities and enrollment processes Develop opportunities for parents to understand Schilling learning dispositions

		Promote an understanding of the importance of mental wellbeing/mental health	
Resource Allocation	Hands-on activities with manipulatives in science Establish structured time at regular intervals for staff to train, apply, and revise new knowledge, strategies, and structures.	Support staff hired to support behaviors and social/emotional needs at both K-2 and 3-5 levels.	Continued employment of fulltime social worker and counselor.

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 their homeroom teacher. • ELA curriculum embeds foundational concepts of economics, social, and political systems. • K-5 students have a counseling lesson weekly for 25 minutes. • Character Strong 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 twice weekly for 25 minutes with their homeroom teacher. • Announcements and classrooms discussions about the Schilling community (treatment of others, taking care of property, working collaboratively)
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. Character Strong 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.	● 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 50 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.	● Provide opportunities for monthly lessons with STEM focus. ● Science and Social Studies lessons within homeroom to increase opportunities for critical thinking and communication. ● During Eureka Squared Math lessons, a portion of time is focused on abstract thinking.
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.	● Each quarter, grade levels plan a specific civics activity for their students. ● Schilling learning dispositions give students practice at applying skills that will be beneficial in the workplace.

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 32.6% white, 50.7% Hispanic, and 10.1% multiracial students. We have 83.3% students within the at-risk category, 29.7% of students needing support in English as a Second Language, and 24.4% 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. Opportunities for development, application, and problem-solving should occur at regular intervals to support needs as they arise.

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. Holding professional development for all staff to attend would strengthen the entire staff's skill set to address the ever-changing needs of our students. Students could be better supported in the moment, in the classroom, and return to academic learning more quickly.

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.