

**Plains Elementary**  
Building Needs Assessment  
2023-2024

Section 1: Student Needs

- We have 122 students enrolled in grades 3-5.
- Our at-risk student population is 83.
- The average number of students in each classroom is 15 (3-5).
- We have 73 ELL students and 20 students with an IEP.

Section 2: Staff Needs

- All of our certified teachers are highly qualified and properly assigned.
- All of the teachers at Plains Elementary School are ESOL certified or on track to become certified.
- We have an open SPED teacher position.
- We have 3 ESL/Migrant paraprofessionals, 1 speech paraprofessional and 5 special education paraprofessionals.
- We have 3 additional paraprofessionals to work with students and assist teachers.
- We have adequate support personnel for our school.

Section 3: Curriculum Needs

- The curriculum is aligned with Kansas College and Career Ready Standards and is updated and revised yearly.
- We are 1:1 (3-5) with Chromebooks with iPad carts for Pre-K.
- We have active PLC's that revise our curriculum.
- New Smart Panels installed to assist teachers.
- Teachers have access to multiple different resources to aid in instruction.

Section 4: Facility Needs

- The size of our classrooms are adequate.
- Our gymnasium is in need of renovation.

Section 5: Parental Needs

- We do not have an active PTO shared between the two elementary schools.
- Class Dojo and Student-led Conferences have helped tremendously with Parent/Teacher communication.

**KISMET ELEMENTARY SCHOOL**  
Building Needs Assessment  
2023-2024

**Section 1: Student Needs**

- We have 152 students enrolled PK3-2<sup>nd</sup> grade.
- We have 45 preschool students who attend school part-time.
- Approximately 80% of our population identified as "At-Risk".
- Our pupil-teacher ratio is approximately 12:1.
- 65% of our population identified as English Language Learners.
- 15% of our population has an IEP.

**Section 2: Staff Needs**

- All of our certified teachers are highly qualified and properly assigned.
- 100% of the teachers at Kismet Elementary School are ESOL certified or have an ESOL plan.
- We have six ESL paraprofessionals and five special education paraprofessionals assigned to work with students in grades Kindergarten -2<sup>nd</sup> grade. 4 of the special education paraprofessionals are bilingual. 2 of the ESL paraprofessionals is bilingual.
- We have one preschool paraprofessional, who is bilingual.
- We have three early childhood special education paraprofessionals. None are bilingual.
- The technology provided to our staff and students greatly improved with higher broadband speeds, the VOIP phone system, and an iPad cart in each classroom.
- All classrooms will be equipped with a Mimio board for teachers and students.
- We have adequate support personnel for our school.
- We have a shortage of available substitute teachers.
- We will be using 3 full-time substitutes to fill an emergency vacancies. One substitute will complete student teaching during Fall 2023 and become certified shortly after. The other 2 substitutes are in teacher education programs and are tentatively scheduled to complete student teaching in the Fall of 2023 and be fully certified shortly after.
- All teachers, including full-time substitutes, will begin LETRS training Fall of 2023 to strengthen literacy programs in our district through The Science of Reading and KSDE's Dyslexia Initiative.

**Section 3: Curriculum Needs**

- The curriculum is aligned with Kansas College and Career Ready Standards and is reviewed yearly.
- Recently released "Areas of Focus" provided more targeted instruction in math and ELA.
- Our core instructional materials are appropriate.
- We will enhance core curriculum with the implementation of Lexia Core 5 and Freckle Math.
- We use Morning Meetings and Character Strong as our SEL curriculum.
- We implemented a new assessment platform, FastBridge in 2021-2022 (Pre K-12).
- We implemented a school-wide intervention time that aligns with FastBridge recommendations and the data from that implementation shows growth among students.
- Preschool and Kindergarten students took the ASQ developmental screeners prior to entering school, which help identify student needs/concerns earlier, and thus allows staff to develop interventions earlier.
- Early intervention is critical in closing the gap between students who enter kindergarten ready to learn and those who enter kindergarten with limited social skills, language, and school readiness. The implementation of an all-day preschool program for 4 year olds will happen in 2023-2024. We believe it will offer a tremendous benefit in closing that gap.
- The statewide school shutdown in 2020 negatively impacted the majority of our students, both academically and in their social emotional capacity. This will, unfortunately, be an on-going effort to address these needs

#### **Section 4: School Safety Assessment**

- The building is secured with a single point of entry during the school day. However, food delivery personnel have access to outside doors and leave them propped open during deliveries.
- The out buildings are soft targets, as students and staff come and go all day long.
- There are working security cameras at various points inside and outside the building.
- We placed "wraps" on our front and side doors that provide limited no visibility of viewing students in the building from anyone on the outside.
- There is currently no process or policy to uniformly address students/families in crisis. We need to consider being able to require a mental health evaluation by a certified professional and proof of such before a child in crisis can return to school.
- If deemed necessary by mental health professionals, we need to be able to work with the entity and consider requiring proof of participation in a treatment plan for children/families in crisis before they can return to school.
- The addition of mental health services through any provider would assist the school system greatly, especially if the provider will accept Medicaid and a sliding payment scale for families who have financial barriers in accessing mental health services.
- Ultimately, a designated School Resource Officer would also be of great benefit.

#### **Section 5: Facility Needs**

- The classrooms in most of the building are very small, but keeping a low pupil-teacher ratio helps the situation.
- Our lunchroom/kitchen area is small for our population.
- There is not a restroom designated for adults.
- There is not hot water in the bathrooms of the main building.
- The addition of a multi-purpose room would mitigate the lunchroom/kitchen crowding. It could also offer additional bathroom facilities. It would also help limit exposure of the preschoolers, who walk in the elements to get to and from the main building.
- Several areas of the building are beginning to show some aging.
- Our playground area has been redone with play turf and new equipment. The district will likely need to provide some sort of ground cover for the area adjacent to the new turf in order to keep it protected.
- HVAC concerns throughout the building will be corrected with new HVAC systems being installed Summer 2023.

#### **Section 5: Parental Needs**

- Communication with some parents is difficult due to the high number of second language families. However, we have a bilingual secretary, 2 bilingual teachers, and 7 bilingual paraprofessionals. Families seem to feel comfortable communicating with the school.
- School-wide implementation of Class Dojo has greatly helped to improve communication between families and teachers.
- We continue to enjoy exceptional family participation in Parent/Teacher Conferences.
- It is anticipated that participation in 4 year old preschool will increase because of the full day schedule. Parents are not able to arrange pick-up and drop off for their children in the middle of the day. This is most evident for families who work outside of Kismet or Plains, and we believe that this will be impactful for families in our community.
- Quality childcare continues to be a need for families.
- Access to mental health/family counseling continues to be a need for our families.
- There is not much support at this level from DCF for addressing truancy with families. Poor attendance in the early grades creates bad habits that are difficult to break as students get older and progress through school.