
Udall Elementary

Board of Education Meeting

June 2024

Needs Assessment

June 2024

OVERVIEW

This document highlights important information concerning state statute 72-1163, which directs schools to complete an assessment of educational needs for each building in USD 463. The information provided shall be used to help the Board of Education evaluate the progress of the district and how to best financially support that progress. This needs assessment includes important questions to monitor the data and progress of Udall Elementary by doing the following:

- Detail important school data.
- Evaluate curriculum, staffing and facility needs as well as family needs and community relations.
- Review the state assessment results for the Kansas Assessment Program (KAP) for Udall Elementary and include details about the barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations.
- Make recommendations on reallocations of resources to achieve proficiency above level 2 on the KAP.
- Estimate the amount of time it will take to remove all barriers for all students to achieve proficiency above level 2 on the KAP if such budget actions are implemented.

Data Review and Discussion

1. Student Data Review:
 - Enrollment: **131**
 - Attendance Rate: **93.6%**
 - Percentage of students with an active IEP: **35%** (includes all services for preschool-5th grade)
 - Percentage of students identified as At-Risk (Free Lunch): **43.26 %**
 - Teacher to student ratio average: **1 : 13.1**
2. Tiered System of Support

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- **MTSS** (Multi-Tiered Systems of Support) has been fully implemented (meeting 4 days a week for 40 minutes).
 - The goals of MTSS:
 - i. Provide targeted support for struggling students.
 - ii. Allow schools to identify struggling students early and intervene quickly.
 - iii. Each tier provides more intensive support and interventions for students.
 - **SIT** (Student Intervention Team) meetings
 - i. Meetings held weekly (Wednesday)
 - ii. Key stakeholders attend (i.e. , classroom teacher, school social worker, Title I, special education staff, and principal)
 - iii. Reading, math, and SEL needs are discussed
 - iv. District and local assessments in reading, math, and SEL are used to determine support needs
3. Analysis of **Accountability Report** provided by KSDE:

[Udall Elementary Report](#)

EVALUATIONS

Social Emotional Growth

Targets/goals related to social emotional growth:

- Implementation of SEL curriculum continues (Second Step).
- Identify social emotional needs through the SIT process to determine Tier I, Tier II, and Tier III supports to address those needs.
- Address crisis situations and provide supports to meet those individual needs.
- Utilize the services and resources of Four County Mental Health (provided through the Mental Health Intervention Team grant) and utilize a Liaison to help connect families to those resources.

Udall Elementary does the following to meet the above listed targets/goals:

Evidence shows that if students' basic needs aren't being met outside of school, then learning within the school can be challenging. Udall Elementary uses a building-wide **curriculum**, Second Step, to address SEL (social emotional learning) topics including emotion recognition and management, empathy, problem solving, bullying prevention, and goal-setting. This curriculum, taught by the classroom teacher, along with positive, caring student-teacher relationships, addresses the **Tier I** needs of the students.

SIT referrals and discipline documentations are used to document and address the **Tier II** social emotional needs of the building. A school social worker is also available to help meet those needs. There were 44 students referred to the social worker (30% of the student body). Tier II needs include struggles with social skills, coping skills, and emotional regulation which impact the learning environment but can be managed within the classroom on a daily basis with specific supports such as skill development taught by the school social worker.

The Eagle Mentoring Program has also been put in place to assist the students with social skills through a partnership with high school students who are partnered up with selected elementary students. The elementary students are selected based on SIT and teacher recommendations. There were 29 high school students that were mentoring 34 elementary students. Several high school students mentored more than one elementary student.

Four County Mental Health services and supports are offered for our students with **Tier III** needs. Tier III needs are similar to Tier II, but these students' emotional regulation impacts the learning environment to the point of missing educational instruction. Other factors outside of the school day (often family related) may also impact students' social and emotional regulation within Tier III. Four County Mental Health provides services for 13 students within the elementary building. Several students receive case management services through Four County Mental Health and services are offered throughout the summer with Udall Elementary providing the location for counseling sessions.

Udall Elementary transitions students to the County Day School (CDS) on an as needed basis. This process requires collaboration with the Cowley County Special Education Cooperative and each case must meet a myriad of factors to qualify for placement. This year Udall Elementary School did not have students attend CDS because the staff was successful in implementing supports and interventions to meet the needs of our student population.

Crisis situations are managed throughout the year and involve the crisis team which includes the principal, school social worker, and classroom teacher (as well as other staff members dependent on the student need). Crisis situations addressed within the elementary building this year included self-harm, alleged physical, emotional, and/or sexual abuse, family deaths, divorce, and interfamily domestic violence. Other factors to also consider included family job losses, poverty (food and shelter insecurity), chronic health conditions, and parental abandonment.

Kindergarten Readiness

Targets/goals related to Kindergarten Readiness:

- Families are invited to complete an **ASQ** as part of the enrollment process.

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- Families are invited to participate in **Kindergartener For a Day** and **Kindergarten Round-up** in April where students are invited to spend the afternoon in the kindergarten classroom and then families come that night to get important information from the classroom teachers, school nurse, and principal. A building tour is also provided. There were seven families who attended the Kindergarten round up.
 - Students who attend the Pre-K program are evaluated by the Pre-K classroom teacher who then identifies students of concern.
 - The Parents as Teachers program has provided services once a month throughout the school year; there were zero families that participated during the school day. Parents as Teachers have also met once a month at the Udall Library during Tuesday evening. Three families participated in the program when it was hosted at the public library.

Civic Engagement

To help ensure that students are civically engaged, Udall Elementary participates in a district-wide Community Service Day. Students participate in a variety of community service projects including implementing and facilitating a Field Day for the preschool and Pre-K classes, helping to clean the Udall Historical Museum, the Udall Firehouse, and planting flowers at the entrance of Udall Elementary. This year students traveled to a care home facility in Oxford, the planetarium in Oxford, and Wellington Humane Society helping to clean the facility and making treat bags for all of the animals.

Curriculum Needs

Udall Elementary has devoted professional development time throughout the school year to address the needs of struggling readers within the building through the pilot of a new MTSS curriculum (95 Percent Group). During the May Board of Education meeting, the intervention program, 95 Percent Group, was approved and will be implemented for the 2024-2025 school year.

Extended learning opportunities have been offered through the Summer School and Jump Start programs. Each session provided opportunities for students to receive additional support in reading and math instruction during the sessions held in June and August. Students were invited to participate in both programs based on test scores and teacher recommendations.

Current technology includes one-to-one Chromebooks for 1st-5th grades and one to one iPads for Kindergarten. Devices are available for use throughout the school day.

Staffing Review

Highlights of staffing for 2023-2024:

- Teachers per grade level:
 - i. Preschool AM (1)
 - ii. Pre-K PM (1)
 - iii. Kindergarten (2)
 - iv. 1st Grade (1)
 - v. 2nd Grade (1)
 - vi. 3rd Grade (1)
 - vii. 4th Grade (2)
 - viii. 5th Grade (1)
- Class sizes range between **8-20** students.
- Percentage of fully licensed classroom teachers: **100%**
- Special Education teacher: **2**
- Title I teacher: **1**
- District School Social Worker: **1**
- Music and P.E. was provided daily to students and was taught by certified staff members; Art and library was offered once a week and was led by paraprofessional support staff.
- Classified staff: **2.5** district paraprofessionals; **6** Coop Special Education paraprofessionals (both full-time and part-time); **1** part-time library aide; **1** building secretary; **2** custodial staff; **4** kitchen staff; and **2** full time district nurses.

Staff development content included the following subjects: Structured Literacy; Review MTSS curriculum; MTSS framework model; KESA; KAP; FastBridge and Data Analysis, Trauma Informed Teaching, and District Crisis Management.

Facility Needs

Adequate space for student learning is provided throughout Udall Elementary. Shared space is provided for Gifted and SLP services. A classroom with special education staff was provided for students needing an area for deregulation. There was also a room provided for our Parents as Teachers Coordinator, so classes could be hosted during the school day once a month.

Family Needs

Families are invited to several events throughout the year including the open house community picnic, music and band concerts, field day, class field trips, school carnival, and parent teacher conferences in the fall and in the spring (with 95-100% attendance rates per class).

A district site council meets twice a year (once each semester) during the school year to discuss progress on school improvement goals. Each Site Council Meeting highlighted programs and activities within each building.

Community Relations

Communication to families is provided through the Seesaw app. Email and phone communication is also utilized. Consistent communication is provided by classroom teachers. Most classroom teachers send out class-wide notifications at least bi-weekly.

Social media and the school website are also utilized by the building principal on a regular basis to showcase students and activities throughout the school year. The goal is to post twice a week.

State Assessments Review

The school reports for Udall Elementary for the 2024 KAP (Kansas Assessment Program) for English Language Arts, Mathematics, and Science are listed below:

Elementary ELA

All of the elementary students in the district scored higher than the state average in ELA. This is the second year with the CKLA Amplify ELA curriculum. The median for 3rd grade was 297 (state was 292). The median for 4th grade is 300 (state was 295). The median for 5th grade was 300 (state was 290). The 5th grade met the KPA standards in Overall reading, Craft, structure, and language reading, and overall writing. The 5th grade students exceeded in the text type and purpose. The 3rd and 4th grade were below the standards in Overall Reading, Key Ideas and Details, Craft Structure and Language Reading. Third grade met the standards in Text Types and Purpose and Language in Writing, but below the standards in Overall Writing. The 4th grade was below average in Text Types and Purposes and Language in Writing but meets the standards in Overall Writing.

Elementary Math

The 3rd and 4th grade math scores were lower than the state average while the 5th grade scored higher than the state average. The median for 3rd grade was 296 (state was 300); The median for 4th grade was 282 (state was 280); The median for 5th grade is 287 (state was 285). The 3rd through 5th grade scored below the state average with the standards covered on the assessments. The 3rd grade class met the standards in Operations and Algebraic Thinking, Measurement and Data, Geometry, and Strategic Thinking and Reasoning. The 3rd grade scored below standards in two of the five categories. The 4th graders met the standards in Measurement

and Data, but scored below standards in the rest of the areas. The 5th grade students scored below standards in all of the categories.

Elementary Science

Only the 5th grade is assessed in this content. The 5th grade median was 303 (state is 299). The students were above the state average, and met the needs for Physical and Chemical Science and Life Science. The 5th grade was below average in Earth and Space Science.

Barriers and Challenges

The following barriers must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment:

- Social emotional factors continue to affect student performance in a large percentage of our student body.
- Continue development of a research based MTSS framework model.
- Analysis of state assessment data and FastBridge screener data during professional development time needs to be a priority.
- Review math curriculum needs for alignments to the state standards.
- The implementation of FastBridge (the district assessment screener) needs to be a focus with a dedicated staff member helping to facilitate the use of screener.
- The use of interims to prepare for the KAP have been utilized by staff members. The next step is to use professional development time to analyze the data that the KAP interims provide to help inform instructional decisions.
- The percentage of at-risk students in the student population continues to increase due to a variety of factors.

Budget Actions

- Provide professional development time and continued training to understand and utilize the district assessment screener, FastBridge.
- Recruit and retain qualified staff.
- Continue to provide a school social worker and access to Four County Mental Health.
- Continue to provide two school nurses to help support both district building health needs.
- Continue to work with the local teacher association to increase time spent with students and professional development.
- Provide professional development for the new MTSS intervention program for all staff
- Provide a few math curriculums for the staff to pilot this year. By the end of the school year have a new math curriculum

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- Provide an MTSS coordinator for the district, and utilize them for data analysis to group the students

Building Leadership Actions

The following steps are being taken for all students to maximize their scores:

- Professional development time needs to be devoted to the analysis of data provided in the KAP results.
- Continue Implementation of a true MTSS framework model and support the implementation of the intervention program.
- Align curriculum to the state assessments standards.
- Provide time and training to understand the use of interims in preparation for the KAP.
- Provide support with the Science of Reading practices and provide supports for the elementary staff to complete the LETRS program within the next two years.
- Mentor and provide support to current staff members who will be in new positions within the elementary school for the next school year.
- Involve families in the process of providing support and services for students to meet their social emotional needs.
- Continue to offer extended learning opportunities such as Summer School and Jump Start.
- Continue SIT process to identify student needs in ELA, mathematics, and behaviors.
- Continue to keep the student-teacher ratio under 1:20 with highly qualified staff as classroom teachers.
- Utilizing the Parents as Teachers program to help guide staff and students to help guide Kindergarten Readiness within the district.
- Recruit students to preschool and Pre-K programs through positive community relations and promotion.
- Continue to provide opportunities for community service involvement.
- Continue to offer Seesaw app, school website, and social media for parent communication to streamline options and ensure confidentiality.

Time to Achieve

The information highlighted within this needs assessments prove that continual progress needs to be the goal of this process. With this in mind, the timeline to achieve improved scores should continue next school and with continued support through budget increases, increased special education funding, and Best Practices actions by staff and building and district leadership. This goal should be at the forefront in achieving success on all data points collected each school year.