

Needs Assessment after 2023-2024 School Year for 2024-2025 Budget Considerations

Abilene Public Schools, USD #435

McKinley Intermediate School
Grades Served: 2nd Grade & 3rd Grade

Building #: 6470

Questions considered as the needs assessment is completed for this building.

Section 1: Student Needs

a. Student Headcount	168 anticipated enrollment for 2024-2025 2 nd Grade → 62 (4 teachers) 3 rd Grade → 106 (5 teachers)
b. Percentage of Students with an active IEP	2 nd & 3 rd Grade: 25.7%
c. Percentage of Students enrolled in English Language Learner (ELL) Services	1.7% in grades 2 & 3
d. Percentage of students identified as At-Risk (Free lunch)?	45.7% Free Lunch 60.6% Free & Reduced Lunch
e. Pupil-Teacher Ratio Average	18.67 per teacher total
f. Pupil-Teacher Ratio Median	2 nd Grade → 15.5 students per teacher 3 rd Grade → 21.2 students per teacher Median will be 21.2 students per teacher.
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes
h. Are there gaps in student success among race/ethnicity student subgroups?	No → See ESSA Report Below

McKinley Intermediate School State Assessment Information

ESSA Academic Indicator Report: ELA/Math

Group Name	% Proficient	Total Proficient	Test Pool	Participation Rate	Measure
All Students	40.9	63	154	100	Meeting
Free and Reduced Lunch	33.7	35	104	100	Meeting
White	39.1	54	138	100	Meeting
Females	31.3	25	80	100	Meeting
Males	51.4	38	74	100	Meeting
Free Lunch only	36.9	31	84	100	Exceeding
Not Disabled	51.9	56	108	100	Meeting
Non-English Learner Students	40.9	63	154	100	Meeting

ESSA Report: Non-Proficient Report - ELA/Math

Group Name	% Non Proficient (Level 1)	Total Non-Proficient	Measure
All Students	27.9	43	Meeting
Free and Reduced Lunch	32.7	34	Meeting
White	29.0	40	Meeting
Females	28.8	23	Meeting
Males	27.0	20	Meeting
Free Lunch only	32.1	27	Meeting
Not Disabled	13.9	15	Meeting
Non-English Learner Students	27.9	43	Meeting

Section 1: Student Needs	
i. Is there a tiered system of support to target reading growth?	Yes
j. Is there a tiered system of support to target math growth?	Yes
k. Are there local assessments to measure reading growth?	Yes
l. Are there local assessments to measure math growth?	Yes
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	See State Assessment Review for McKinley School.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes. See State Assessment Review for McKinley School.

Section 2: State Board of Education Outcomes (Utilizing the District's KESA Process)	
a. How is social/emotional growth being measured?	SAEBRES Assessments (Teacher Observations)
b. What are the targets/goals related to social/emotional growth?	We have some 2 nd & 3 rd graders who still struggle with self-regulation. We continue to provide supports to help all students become confident participants in the learning environment.
c. How do you determine students are ready for kindergarten? (only if building serves kindergarteners)	
d. What are the targets/goals related to kindergarten Readiness? (only if building serves kindergarteners)	
e. How are successes of Individual Plans of Study being measured?	Does not apply at this level.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	
g. How are you ensuring students are civically engaged?	We have a 3 rd grade student participation leadership team named the McKouncil. Students participate in elections and monthly meetings.

Section 2: State Board of Education Outcomes (Utilizing the District's KESA Process) Continued	
h. What is being done to focus on the fundamental of instructing through a structured literacy format?	We provide literacy instruction aligned to the science of reading and assure teachers and administrators are well-trained and knowledgeable in the elements and implementation of structured literacy.
i. What is done to increase standards alignment?	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 PK – 12.
j. Describe the building's commitment to a balanced assessment plan?	We assess students for risk and standards 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.
k. What is done to promote Quality Instruction?	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.

Section 3: Curriculum Needs	
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Abilene Schools sponsors an after-school program and the district has used ESSER funds to conduct a summer school program for the past three years. The district also works with the special education cooperative to support ESY (Extended School Year) opportunities for students receiving special education services. Therapist from Central Kansas Mental Health Center meet with small groups of students throughout the year as well as during the summer break.
b. Are there appropriate and adequate instructional materials?	Yes. The school district has a curriculum adoption rotation. Reading and Math curricula have been upgraded PK-12 during the past three years.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes. We have iPads for student use at school. The teachers have several tools to present authentic lessons to their classes.

Section 4: Educational Capacities (pursuant to K.S.A. 72-3218)	
a. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	
b. Is every child in your school provided at least the following capacities?	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes.
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.	Yes.
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes.

Section 5: Staff Needs	
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes.
b. How many classified support staff are currently employed?	# Custodians: 1.5 # Secretaries: 1 # Teacher Aides: 4
c. How many classified support staff are needed?	We are in good shape to start the year. Paraprofessional help is challenging throughout the school year. (Hired by CKCIE)
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	The district is continuing to work on establishing PLC+ protocols to improve student academic growth. ALL teachers and administrators in the McKinley Intermediate building will be fully trained in LETRS. Other training efforts continue (Well-Managed Schools, Professional Learning activities with Open Court and Into Math, etc.)

Section 6. Facility Needs	
a. Is there adequate space for student learning?	Yes, but this may become an issue as we hope student enrollment continues to increase.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Repairs to HVAC were significant during the past 12 months. We have also replaced drainpipe which was not properly working in the building. We also had an electrical panel fail in the building in June of 2024, which was replaced in August of 2024.
c. Are additional School Buses needed or any additional Routes needed?	No.

Section 7: Family Needs / Community Relations	
a. Do you have regular events to engage parents with teachers?	Yes. Back to School Night, Parent-Teacher Conferences, Family Engagement Opportunities PK-5, Handbook development, Seesaw login and use with parents.
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Family Engagement Nights typically encourage parents to engage with learning activities with their children at home.
c. Do you have an active Site Council?	Yes. We meet once a month.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes.
e. What types of communication exists with families? Is it adequate?	Social Media, School Messenger, Seesaw App, Phone Calls, PK-1 school to home folder, PLAY & PK – 1 Monthly Newsletters (Paper Copy and on Website), Yes, our parents appear to be well connected to the schools because of these communication efforts. We will also use translation tools from time to time as needed.
f. What types of communication/social media exists with your community? Is it adequate?	USD #435 Website, Seesaw App, PK-5 Facebook page. Again, parents seem to be well connected to the school because of these efforts.

Section 8: School Data	
a. Building Attendance Rate	Building Attendance: 93.2% [State: 92.1%]
b. Building Chronic Absenteeism Rate	Building Total Rate: 14.89% 2 nd Grade Class: 12.73%. [State: 14.86%] 3 rd Grade: 17.95% [State: 14.02%]
c. District Chronic Absenteeism Rate	District Total Rate: 19.99% [State: 19.81%]
d. District Graduation Rate	Class of 2022: 91.1% [State: 89.3%] Class of 2023: 88.0% [State: 88.1%] Class of 2024: Projected to be > 95%
e. District Dropout Rate	Class of 2022: 1.1% [State: 1.4%] Class of 2023: 1.2% [State: 1.6%]

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)	
a. What is our building graduation rate	
b. What is our building dropout rate?	
c. What is our average comprehensive ACT score?	

Section 9: Other Data	
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	We continue to be faced with meeting social/emotional needs of our students to help them be more regulated to learn as well as how to help reduce absences and tardies with students.
1. Can these be achieved with additional resources?	Yes
2. Why or why not?	The need for more support at grades 2-3 with a behavior interventionist that can be present in the building more frequently would be very impactful for our students. Our full-time behavior interventionist for our district is stretched between all 5 buildings. Regarding attendance, with our new truancy district policy and our current absence policy we follow we can hopefully reduce this as a barrier. McKinley also has a traveling trophy that a class will receive each week for having the least number of absences.

Additional building unique items:
The teachers in McKinley Intermediate have regularly received recognition through the KSDE "Challenge Award" program. Performances on State Assessments have surpassed predicted levels based on social-economic factors. The ESSA data posted on page one of this document indicates the building may again be in line for this recommendation.