

2024-2025 Needs Assessment 2025-2026 Budget Consideration

District: USD 475	Bldg #	Grades Served: PreK - 5
School: Lincoln Elementary	7606	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs		Notes
a. Student Headcount		295
b. Percentage of students with an active IEP		21.69%
c. Percentage of students enrolled in English Language Learner (ELL) services		4.00%
d. Percentage of students identified as At-Risk (Free lunch)?		51.00%
e. Pupil-Teacher Ratio Average		22-1
f. Pupil-Teacher Ratio Median		22-1
g. Are the needs of Foster Care Students being met? If no, what supports are needed?		<p>Many of our foster care students are placed with families who are already part of our school community. Increased collaboration with outside organizations would be valuable, particularly in supporting students' social-emotional development and behavior needs.</p> <p>Providing staff with more training and resources on supporting students who have experienced trauma would be beneficial. This topic could also be helpful for parents and foster parents as part of a broader effort to support student well-being.</p>
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	<p>there are noticeable gaps in student success among racial/ethnic subgroups, particularly in Math and English Language Arts (ELA) state assessment results.</p> <p>African-American students, in particular, show a significant gap in math, with only about 25% performing at Levels 3 and 4 combined, compared to 57% of all students. Gaps are less pronounced in ELA but still present.</p> <p>The data suggests that while the school is making overall progress, there is a clear need for targeted support and intervention to close the achievement gaps among student subgroups, particularly in math performance for African-American and Hispanic students.</p>
i. Is there a tiered system of support to target reading growth?	YES	A tiered system of support is in place to target reading growth. Students are grouped into flexible tiers based on data from district screeners. Those identified in Tiers 2 and 3 receive additional diagnostic assessments to better understand their specific needs. These students are then supported through small group tutoring using research-based strategies and interventions in a "walk-to-intervention" model and continual progress monitoring.
j. Is there a tiered system of support to target math growth?	Yes	A tiered system of support is in place to target math growth and follows the same structure used for ELA instruction.
k. Are there local assessments to measure reading growth?	Yes	We follow a district-prescribed assessment plan for ELA. All students complete FastBridge screeners three times per year(BOY/MOY/EOY). In addition, we administer a quarterly reading assessment. State-provided KITE interim and mini-tests are administered as well. For more targeted data, building-specific diagnostic assessments from the 95% Group, including PASI and PSI, are utilized to identify specific skill gaps.
l. Are there local assessments to measure math growth?	Yes	We administer FastBridge assessments three times per year (BOY/MOY/EOY). All students also complete the iReady diagnostic three times annually to monitor growth and identify learning gaps. Our core math program includes unit assessments to track progress throughout the year, and we use KITE Interims and Mini-Tests provided by the state to monitor students' readiness for the state assessment.

This is template only and may be edited as USDs board of education sees fit. USD may use a needs assessment they have already been using, but should make sure the light green/blue cells are included (per K.S.A. 72-1163). The light pink/red cells are highly suggested to be included, but are not required by statute.

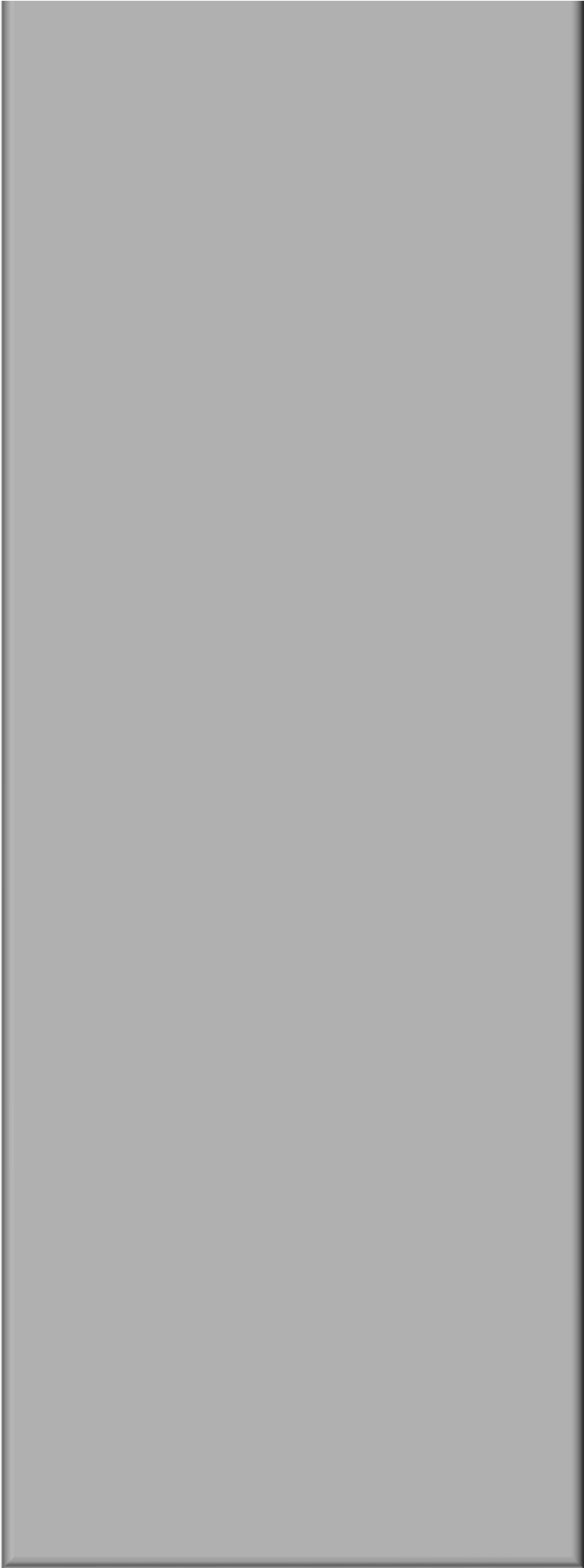
A needs assessment for each attendance center within the USD needs to be completed by the USD leadership and board of education and posted on the USDs website; a copy should also be available at the USDs administrative offices.

Light yellow cells are intended to be filled in.

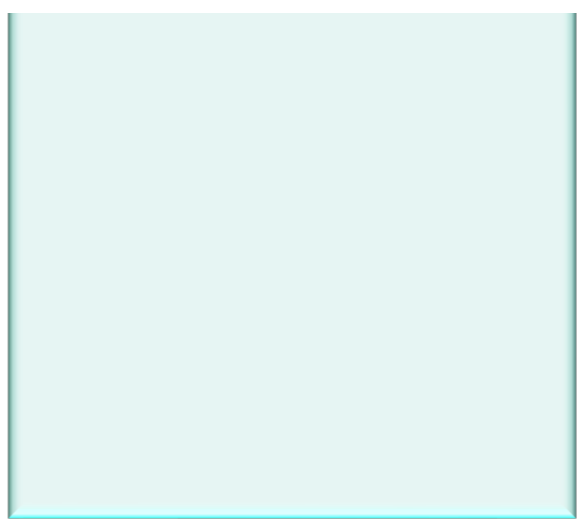
- Use steps below to copy this tab in order to create a separate needs assessment for other buildings (screenshots to right):
1. Right click this tab at the bottom of the Excel window (originally named "Bldg 1 Needs Assessment", but may have been renamed).
 2. Click "Move or Copy...".
 3. Check "Create a Copy" box.
 4. Select this tab (originally named "Bldg 1 Needs Assessment", but may have been renamed) in order to place the copy to the left of this tab.
 5. Click OK and the new tab will appear, ready to edit.
 6. Right-click the new tab & Click "Rename" to edit the name.

Sec. 8. On and after July 1, 2021, K.S.A. 72-1163 is hereby amended to read as follows: 72-1163. (a) Each year the board of education of a school district shall conduct an assessment of the educational needs of each attendance center in the district. Information obtained from such needs-assessment shall be used by the board when preparing the budget of the school district to ensure improvement in student academic performance. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to K.S.A. 79-2926, and amendments thereto.

<p>m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?</p>	<p>Yes</p>	<p>There are several opportunities to focus on academic needs outside the traditional classroom setting. Our 21st Century Program integrates academic support into both before and after school sessions. Additionally, students can participate in an After-School STEM Club, which provides enrichment in science, technology, engineering, and math. Summer School is also offered, giving students extended learning time and targeted support beyond the regular school year.</p>
<p>n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?</p>		<p>High-quality Tier 1 instruction is essential, and we regularly refine our practices to meet student needs. We use an MTSS framework with a walk-to-intervention model, allowing flexible grouping and targeted support based on data. Additionally, frequent assessments reduce instructional time, and we continue working to balance testing with time for learning.</p>
<p>o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</p>	<p>Yes</p>	<p>Our target is for 75% of students to perform at Level 3 or 4 in Math, English Language Arts (ELA), and Science by 2029–2030.</p> <p>As of the 2023–2024 school year, student performance (57.7%) in Math demonstrates that we are on track to meet the 75% proficiency target by 2030. With an overall annual growth of +4.1%, Math surpassed the projected growth rate of 2.87% per year. Grades 3 and 4 exceeded the measure of progress in Math, while Grade 5 performance declined.</p> <p>In contrast, ELA performance (53.9%) fell short of the expected growth rate. The overall measure of progress in ELA was -1.55%, which is below the 2.02% annual growth needed. While Grade 4 made significant gains—improving from 50% in 2023 to 72% in 2024—Grades 3 and 5 experienced notable declines. To close this gap and meet the 75% target by 2029–2030, we must increase our annual growth rate by an additional 1.5%, bringing the total annual growth target in ELA to 3.52%.</p> <p>Science achievement also requires additional attention. With 49.99% of students scoring at Levels 3 or 4 in 2023–2024, we are currently</p>
<p>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</p>		
<p>a. How is social/emotional growth being measured?</p>		<p>Notes</p> <p>Social-emotional growth is measured through multiple tools and ongoing monitoring. All students are screened three times a year using the SAEBRS (Social, Academic, and Emotional Behavior Risk Screener), a universal screener designed to identify students who may be at risk for social, emotional, or behavioral challenges. In addition, all kindergarten parents complete the ASQ (Ages & Stages Questionnaire) to help assess early developmental milestones. Students requiring additional support are monitored by our Student Intervention Team, which meets twice a month to review the progress of those with Tier 3 behavioral needs and adjust interventions as necessary.</p>
<p>b. What are the targets/goals related to social/emotional growth?</p>		<p>Our target for social-emotional growth is to have no more than 15% of students fall into the "some risk" or "high risk" categories on the SAEBRS screener. This equates to approximately 35–40 students. We believe the systems and supports we have in place are sufficient to meet the needs of these students.</p>



c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		Kindergarten readiness is determined through a combination of transition activities, parent input, and student screening. We hold transition meetings and meet individually with each incoming Kindergarten student and their family. During these meetings, we administer a readiness screener to assess the child's academic and social-emotional development. In addition, parents complete the Ages & Stages Questionnaire (ASQ), which provides valuable information about their child's overall developmental readiness for school.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		Our goal for Kindergarten readiness is for all students to meet or exceed early childhood standards. We closely monitor students who do not score a 3 (proficient) or higher on these standards and provide additional support as needed. This allows us to identify areas of concern early and ensure students are developing foundational skills
e. How are successes of Individual Plans of Study being measured?		
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 promote civic engagement through a variety of schoolwide activities and classroom experiences. For example, during election years, students participate in mock voting to learn about the election process. Throughout the year, we engage in community service projects such as food drives for the local pantry, donation collections for the community laundry, bell ringing for the Salvation Army, and community partnerships. All classrooms hold regular daily morning meetings to encourage respectful dialogue and shared decision-making. Our TCI social studies curriculum includes a civics unit at each grade level to help students understand their roles and responsibilities as members of a community.
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		Our 21st Century Program provides academic support before and after school and serves up to 50 students. In addition, students may participate in an After-School STEM Club, which offers enrichment in science, technology, engineering, and math. We also offer a Summer School program, which provides extended learning time and targeted academic support to help students maintain and build on their skills during the summer months.
b. Are there appropriate and adequate instructional materials?	Yes	We have appropriate and adequate instructional materials. We use iReady for Math, Wonders for Reading, FOSS for Science, Heggerty for phonemic awareness, TCI for Social Studies, and Second Step for Social Emotional Learning. For reading interventions, we utilize 95% Group resources. These programs provide a strong foundation to support student learning across all key areas.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Yes, the current technology is mostly appropriate to support our curriculum. iPads are used in Kindergarten and Pre-K, while students in 1st through 5th grade have one-to-one devices for use during the school day. All classrooms are equipped with Smart TVs and document cameras. However, some classrooms need new document cameras, and charging carts are needed in all classrooms to better manage device charging and storage.
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. 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)		
c. 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.		
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.		
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.		
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.		
5. Sufficient grounding in the arts to enable each student to appreciate his or her 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.		
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.		

SECTION 5: Staff Needs		Notes
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	All classrooms filled with certified teachers.
b. How many classified support staff are currently employed?	22	22
c. How many classified support staff are needed?	22	Additional classified support staff were added this year to better support students, including 2 paraprofessionals and 2 lunchroom/recess aides. At this time, the current staffing appears to meet our needs.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We have a sufficient number of appropriately licensed support personnel, including counselors and a librarian. However, we currently share a nurse with another building, which places additional responsibilities on our office staff.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Our district has highly qualified administrators serving the building
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		Staff development is guided by our KESA plan and focuses on supporting student success and school improvement goals. Ongoing professional development includes training in data analysis, instructional strategies for reading and math, intervention design, and the use of MTSS screeners. Teachers and administrators participate in LETRS training, Second Step SEL and Bullying Prevention, Responsive Classroom Morning Meetings, trauma-informed practices, behavior interventions, and strategies for building strong relationships with students.

SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No	<p>Our building is fully utilized, and additional space is needed to better support student learning and staff needs. A dedicated multipurpose or gym room would improve scheduling, as the current shared use for PE, programs, and breakfast/lunch limits flexibility and disrupts classes during events.</p> <p>There is a need for a FEMA shelter that can safely accommodate all students and staff. The addition of more adult restrooms is also needed.</p> <p>Many staff members share workspaces, limiting privacy and functionality. Repurposed areas like the stage, now used for offices and tutoring, present challenges with noise and accessibility. Additional office space and designated areas for tutoring would help address these concerns.</p> <p>To support student behavioral and emotional needs, designated spaces for regulation and breaks are important.</p>

b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	<p>Converted spaces used by professionals need finished with appropriate materials to create a professional environment. Specifically, the PE office is in need of updates, the library closet is also now being used as an office.</p> <p>Several areas of the building contain furniture that is worn and in need of replacement. Office carpeting and student bathroom tile need replaced. Improved and updated storage solutions in the basement would help maximize space and organization.</p>
c. Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	<p>We have regular events in place to engage parents with teachers and strengthen the home-school connection. Parent-teacher conferences are held twice a year to discuss student progress, and Student Improvement Team (SIT) meetings provide opportunities to collaborate with families of at-risk students. We also host Back to School Night, family curriculum nights, and music programs throughout the year. In addition, we hold Site Council meetings four times per year and monthly PTO meetings to keep families involved in school decisions and activities. To foster a sense of community, we host a Christmas breakfast and end the year with a school-wide block party.</p>
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?		<p>Each year begins with a Parent Orientation, where curriculum and expectations are reviewed with families. We also host family curriculum nights that provide hands-on guidance in academic content and technology use. Additionally, we offer Love and Logic training to support parents in building positive relationships and effective behavior strategies at home.</p>
c. Do you have an active Site Council?	Yes	<p>Our Site Council meets four times per year. This group plays a vital role in reviewing curriculum, assessment data, school procedures, and programs. They also provide guidance on our building's KESA plan and offer oversight for our 21st Century Before and After-School Programming. We are working to ensure all student sub-groups are represented by members of our Site Council.</p>
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	<p>Our PTO meets monthly in the evenings. The PTO plays a key role in fundraising efforts and is involved in planning and supporting family engagement activities throughout the school year.</p>
e. What types of communication exists with families? Is it adequate?	Yes	<p>The office sends home monthly newsletters, and each classroom provides weekly newsletters to share updates on student learning and upcoming events. The principal also sends online messages through Skyward to reach all families efficiently. Additionally, classroom teachers use Class Dojo for day-to-day communication with parents. To ensure continuous improvement, our building Site Council developed a communication plan that evaluated the effectiveness of current practices and outlined strategies for future communication efforts.</p>
f. What types of communication/social media exists with your community? Is it adequate?	Yes	<p>We communicate through Facebook, Class Dojo, and Skyward.</p>
SECTION 8: School Data		Notes
a. Building Attendance Rate	93.8%	
b. Building Chronic Absenteeism Rate	19.3%	
c. District Chronic Absenteeism Rate	22.7%	
d. District Graduation Rate	84.5%	
e. District Dropout Rate	1.2%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
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		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Student Engagement	Based on the building leadership team's analysis, one barrier we face is a continued decline in student engagement, as indicated by data collected through the district walk-through tool and teacher perceptual data. This trend suggests a need for more intentional strategies to create engaging, student-centered learning environments.
1. Can these be achieved with additional resources?		additional professional development focused on high-impact instructional strategies, including student choice, collaboration, and hands-on learning. Coaching support and time for teachers to plan and reflect collaboratively would also be beneficial.
2. Why or why not?		
b. Additional building unique items:		