



Unified School District 232

Academics

Adelyn Soellner
Chief of Academics

To: Members of the Board of Education
Cory Gibson, Superintendent of Schools
From: Adelyn Soellner
Date: July 30, 2025
Subject: **Annual Needs Assessment (Discussion)**

As you may be aware, Section 12 of 2022 Senate Sub for HB 2567 amends K.S.A. 72-1163 starting July 1, 2022, and each year after, requiring each school district to complete a needs assessment of each attendance center within the district. The document is now part of the annual budgeting process.

The needs assessment should include important questions to monitor the data and progress of each building, evaluate curriculum, staffing and facility needs as well as other important items to consider for the continued growth of the school.

Adelyn Soellner, Chief of Academics, will lead a discussion with the Board of Education regarding the needs assessment for the 2025-26 school year. A copy of the needs assessment is included with this report and begins on the next page.

####



District Needs Assessment 2025-2026

Presented to the USD 232 Board of Education for review and input, July 30, 2025, and approval at the regularly scheduled Board of Education meeting August 4, 2025.

Dr. Cory Gibson
Superintendent
USD 232 –DeSoto

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KSDE Needs Assessment
School Report
2025-26 DISTRICT



Superintendent: Dr. Cory Gibson

Students

Total Enrollment 23-24	7,379	Average Daily Attendance 23-24	93.8%
Projected Enrollment 24-25	7,213	Chronic Absenteeism 23-24	8.7%
Students with IEP's 23-24	1,269	Graduation Rate 2024	97.3%
Students on Free/Reduced Lunch 23-24	16.3%	Dropout Rate 23-24	2.7%
English Language Learners 23-24	258	Five-Year Effectiveness Average 22-23	72.4%

Staff

*Projected↓

Certified Staff 23-24	628	*Certified Staff 24-25	626
Student-Teacher Ratio 23-24	17:1	*Student-Teacher Ratio 24-25	17:1
Classified Staff 23-24	419	*Classified Staff 24-25	419
Student-Staff Ratio 23-24	7:1	*Student-Staff Ratio 24-25	7:1

Class Size Information

Grade	23-24 Students	23-24 Sections	23-24 Class Size	*24-25 Students	*24-25 Sections	*24-25 Class Size
Kindergarten	424	24	17.67	393	24	16.38
1 st Grade	473	25	18.92	424	24	17.67
2 nd Grade	516	27	19.11	473	25	18.92
3 rd Grade	520	26	20.00	516	26	19.85
4 th Grade	542	26	20.85	520	25	20.8
5 th Grade	544	26	20.92	542	25	21.68
6 th Grade	612	24	25.6	704	25	26.9
7 th Grade	552	24	23.7	612	25	24.7
8 th Grade	575	24	23.9	646	23	24.5
Totals	4,758	25	21.2	4,830	24.5	21.3

*Projected

State Assessment Data

Analysis

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
District	83.6%	83.8%	85.8%	53.3%	48.7%	52.8%
State	66.1%	67.1%	68.3%	35.1%	33.2%	35%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
District	85.4%	85.5%	86%	49.3%	50.1%	45%
State	67.8%	66.8%	69.6%	30.9%	31.3%	32.8%

Science-

	Percent of Students Scoring Categories 2, 3, & 4			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		

	(90% by 2027)					
	2022	2023	2024	2022	2023	2024
District	78.2%	75.2%	76.3%	49.1%	46.1%	47%
State	60%	51.3%	61.4%	31.2%	22.7%	33.3%

KSDE Needs Assessment Essential Questions

Based upon schools' Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:
 - o Tier 1 Instruction to meet the needs of all learners
 - o Meeting the social and mental health needs of students
 - o Levels of student engagement and attendance issues

2. Budget actions that should be taken to address and remove those barriers:
 - o Professional Development to address the barriers
 - o Resources for learning
 - o Time and resources for PLC development
 - o Time and resources for data audits and planning

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:
 - o There are many factors that make this a difficult question to answer, but if all conditions could be addressed it is estimated that it would take the district approximately 10 years.

USD 232 Essential Questions

Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

- High Quality Instruction
- Work of the Professional Learning Community
- Common Formative Assessments
- Standards Understanding and Alignment
- Strategies and Structures to Address Behavior Concerns
- Teaching and Assessing Writing
- Using Data to Make Meaningful Decisions

Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

Stakeholder Groups	
District Leadership Team	X
Staff Advisory Team	X
Student Advisory Team	X
District Site Council	X
Administrative Cabinet	X
Needs Assessment Task Force	X

School Name: Belmont Elementary

Principal Name: Collin Stucky

Students

Total Enrollment 24-25	374	Average Daily Attendance 24-25	91%
Projected Enrollment 25-26	369	Chronic Absenteeism 24-25	
Students with IEP's 24-25	83	English Language Learners 24-25	0
Students on Free & Reduced Lunch 24-25	89		

Staff

Certified Staff 24-25	26	*Certified Staff 25-26	26
Student-Teacher Ratio 24-25	14:1	*Student-Teacher Ratio 25-26	14:1
Classified Staff 24-25	32	*Classified Staff 25-26	37
Student-Staff Ratio 24-25	6:1	*Student-Staff Ratio 25-26	6:1

*Projected

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	*25-26 Students	*25-26 Sections	*24-26 Class Size
Kindergarten	50	3	16.7	55	3	18.3
1 st Grade	54	3	18	50	3	16.7
2 nd Grade	77	4	19.3	54	3	18
3 rd Grade	57	3	19	77	4	19.3
4 th Grade	76	3	25	57	3	19
5 th Grade	60	3	20	76	3	25
Totals	374	19	19.7	369	19	19.4

*Projected

Kansas State Assessment Data Analysis

Third

Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	77%	75%	%	52%	40%	%
District	86%	84%	%	60%	59%	%
State	68%	68%	%	38%	38%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	92%	78%	%	72%	62%	%
District	90%	90%	%	72%	71%	%
State	77%	77%	%	50%	50%	%

Fourth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	97%	100%	%	70%	60%	%
District	93%	92%	%	61%	63%	%
State	81%	81%	%	43%	43%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	98%	91%	%	69%	69%	%
District	94%	90%	%	56%	57%	%
State	81%	80%	%	38%	37%	%

Fifth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	88%	88%	%	54%	62%	%
District	85%	83%	%	58%	55%	%
State	68%	68%	%	40%	39%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	80%	95%	%	51%	58%	%
District	83%	84%	%	48%	50%	%
State	66%	66%	%	33%	32%	%

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	89%	90%	%	58%	75%	%
District	90%	88%	%	66%	65%	%
State	72%	74%	%	44%	45%	%

KSDE Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:
 - o Student Readiness to Learn: Students cannot learn if they are not actively engaged in a positively structured learning environment, led by a highly competent teacher, on a consistent daily basis, for an extended amount of time. A child's ability and motivation to be an active learner is a challenge in the classroom.
 - o Full Staffing to meet Student Needs: The consistency of paraprofessionals is paramount to consistent growth and learning for our students with special needs. The success of our highest needs students in the classroom is dependent upon the relationship they each have with their trusted adults.
 - o Strength in Tier I Instruction: Students across our building and district have different learning experiences based on their classroom teacher and environment. Providing the strongest curricular support materials possible to be used in equitably sized classrooms by exceptionally trained teachers is stronger than any services we can provide through Tier II or III interventions.
 - o Accessibility to KAP for Students with Identified Exceptionalities who do not qualify for the DLM: One assessment, without significant and/or meaningful accommodations does not meet the needs of all students in regard to allowing them to show what they know regarding grade level standards.

2. Budget actions that should be taken to address and remove those barriers:
 - o We appreciate all district efforts to provide small class sizes, not because the research is particularly strong in the area of class sizes, but because as a district, we understand that each chair represents a unique and needy learner and/or family, and that one teacher is stronger when that teacher has the mental and physical capacity to discover, research, plan for and meet a reasonably limited number of needs each year.
 - o We also appreciate district efforts to provide interventional specialists in each building, including but not limited to: Social Worker, Counselor, Registered Nurses, Special Education Teams, Reading and Math Specialists.
 - o We appreciate the district's response to increased wages for all staff, including recognizing the extended need to support special education teachers in center-based positions. We implore the state and district to better recognize the paraprofessionals without whom we cannot fully meet student needs. Paras should earn closer to \$20.00 per hour.
 - o At the building, we continue to work toward spending our dollars on quality items that will support active learning in our classrooms, continued professional development for our staff members, and tools to meet individual student needs through intentional productive struggle in order to affect all students' success.

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:
 - If budget actions were fully implemented and barriers fully addressed, the timeline could require 2-3 years to realize significant change.

USD 232 School-Specific Essential Questions

1. Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

- Professional Learning Communities
- Standards- rigor, depth of knowledge, connection to Essential Elements
- Common Formative Assessments
- New Tier I Instructional Materials- district adoption ELA
- Continued work in highly effective instructional practices
- Communication and Behavior
- Extension of Learning Opportunities
- Autism in Children
- Anxiety in Children
- Executive Functioning Skill Development in Children
- Paraprofessionals in the Classroom Teacher Training
- Continued work in Writing Processes
- Continued work in CPA Mathematical Processes
- Continued work in PA & Phonics
- Vocabulary Development for Comprehension in Reading
- Determining Grade Level Proficiency in Reading
- PBL
- Makerspace Connections
- Personal Accountability through Wellness

2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	X
Staff Awareness	X
Site Council	X
Administrative Team	X

School Name: Clear Creek Elementary

Principal Name: Ashley Olerich

Students

Total Enrollment 24-25	460	Average Daily Attendance 24-25	96%
Projected Enrollment 25-26	429	Chronic Absenteeism 24-25	3.77%
Students with IEP's 24-25	60	English Language Learners 24-25	0
Students on Free & Reduced Lunch 24-25	48		

Staff

Certified Staff 24-25	33	*Certified Staff 25-26	31
Student-Teacher Ratio 24-25	20:1	*Student-Teacher Ratio 25-26	20:1
Classified Staff 24-25	25	*Classified Staff 25-26	25
Student-Staff Ratio 24-25	8:1	*Student-Staff Ratio 25-26	8:1

*Projected

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	*25-26 Students	*25-26 Sections	*25-26 Class Size
Kindergarten	56	3	18.7	64	3	21
1 st Grade	68	4	17	54	3	19
2 nd Grade	65	3	21.7	65	3	22
3 rd Grade	96	5	19.2	65	3	22
4 th Grade	78	4	19.5	101	5	20
5 th Grade	97	4	24.3	80	4	20
Totals	460	23	20	429	21	

*Projected

Kansas State Assessment Data Analysis

Third Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	94%	93%	%	72%	76%	%
District	86%	84%	%	60%	59%	%
State	68%	69%	%	38%	38%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	94%	96%	%	73%	77%	%
District	90%	90%	%	72%	71%	%
State	77%	77%	%	50%	50%	%

Fourth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	98%	97%	%	72%	77%	%
District	93%	92%	%	61%	63%	%
State	81%	81%	%	43%	43%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	98%	98%	%	67%	60%	%
District	94%	90%	%	56%	57%	%
State	81%	80%	%	38%	37%	%

Fifth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	88%	92%	%	57%	69%	%
District	85%	83%	%	58%	55%	%
State	68%	68%	%	40%	39%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	78%	85%	%	46%	50%	%
District	83%	84%	%	48%	50%	%
State	66%	66%	%	33%	32%	%

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	89%	95%	%	66%	79%	%
District	90%	88%	%	66%	65%	%

State	72%	74%	%	42%	45%	%
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KSDE Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:

Our students' biggest barrier is their ability to understand skills and concepts deeply enough to apply them to the more complex questions found on the Kansas State Assessment.

In order to accomplish this, we would need to help students with the following:

- Students need help understanding and engaging with different levels of Depth Of Knowledge, from basic recall to strategic thinking and extended thinking
- Students benefit from engaging in projects that require them to apply their knowledge in complex, real-world contexts.
- Students need structured support that gradually shifts responsibility from the teacher to the student, building their confidence and competence in handling multi-step problems.
- Students need help breaking down complex problems into manageable steps and progressively reducing support as they become more proficient.
- Students need to practice with assessments that include multi-step questions and tasks requiring higher-order thinking.
- Students benefit from targeted feedback based on formative assessment data to inform their learning and address areas of improvement.

2. Budget actions that should be taken to address and remove those barriers:

- Scaffolding Techniques
 - Gradual Release of Responsibility:
 - Train teachers in the gradual release model (I do, We do, You do), which helps students build confidence and competence in handling multi-step problems.
 - Scaffolding Multi-Step Problems:
 - Offer strategies for breaking down complex problems into manageable steps and gradually reducing support as students become more proficient.
- Formative Assessment Practices
 - Creating Effective Formative Assessments:
 - Train teachers on designing formative assessments that include multi-step questions and tasks requiring higher-order thinking.
 - Using Formative Assessment Data:
 - Provide PD on interpreting formative assessment data to inform instruction and provide targeted feedback to students.
- Feedback and Reflection
 - Effective Feedback Techniques:
 - Train teachers on providing timely, specific, and constructive feedback that helps students understand their mistakes and learn from them.
 - Student Self-Assessment:
 - Encourage practices that involve students in self-assessment and reflection, helping them become more aware of their learning processes and areas for improvement.

2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	x
Staff Awareness	x
Site Council	
Administrative Team	x
Other: New Principal	x

**KSDE Needs Assessment School
Report 2025-2026
Elementary**



School Name: Horizon Elementary

Principal Name: Elexis Brack

Students

Total Enrollment 24-25	351	Average Daily Attendance 24-25	95%
Projected Enrollment 25-26	337	Chronic Absenteeism 24-25	9.56
Students with IEP's 24-25	53	English Language Learners 24-25	1
Students on Free & Reduced Lunch 24-25	71		

Staff

Certified Staff 24-25	25	*Certified Staff 25-26	25
Student-Teacher Ratio 24-25	14:1	*Student-Teacher Ratio 25-26	13:1
Classified Staff 24-25	16	*Classified Staff 25-26	16
Student-Staff Ratio 24-25	9:1	*Student-Staff Ratio 25-26	8:1

*Projected

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	*25-26 Students	*25-26 Sections	*25-26 Class Size
Kindergarten	53	3	17.7	55	3	18.3
1 st Grade	50	3	16.7	52	3	17.3
2 nd Grade	54	3	18	51	3	17
3 rd Grade	59	3	19.7	56	3	18.7
4 th Grade	59	3	19.7	63	3	21
5 th Grade	76	3	25.3	60	3	20
Totals	351	18	19.5	337	18	18.7

*Projected

Kansas State Assessment Data Analysis

Third

Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	92%	87%	%	66%	71%	%
District	86%	84%	%	60%	59%	%
State	68%	69%	%	38%	38%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	93%	94%	%	75%	79%	%
District	90%	90%	%	72%	71%	%

State	77%	77%	%	50%	50%	%
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Fourth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	96.28%	95.58%	94.53%	72.21%	76.47%	61.81%
District	94.79%	93.87%	92.83%	69.64%	64.15%	60.63%
State	82.41%	80.47%	81.04%	46.99%	41.92%	42.82%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	93%	88%	%	56%	61%	%
District	94%	90%	%	56%	57%	%
State	81%	80%	%	38%	37%	%

Fifth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	84%	80%	%	56%	48%	%
District	85%	83%	%	57%	55%	%
State	68%	68%	%	40%	39%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	86%	87%	%	57%	59%	%
District	83%	84%	%	48%	50%	%
State	66%	66%	%	33%	32%	%

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	96%	89%	%	78%	61%	%
District	90%	88%	%	66%	65%	%
State	72%	74%	%	42%	45%	%

KSDE Needs Assessment Essential Questions

Based upon the school’s Needs Assessment and State Assessment results, please identify the following:

- Barriers that must be overcome for each student to achieve grade level proficiency on assessments:
 - Larger class sizes at the intermediate grade levels.
 - High level of students experiencing adverse childhood experiences and resulting behavioral challenges.
 - Limited time for collaboration between special education and general education staff.
 - Time within the daily schedule to meet increasing instructional demands.
 - Adequate time to plan for differentiated instruction.
 - Limited number of SCT (Student Collaborative Team) meetings as outlined in the Professional Negotiated Agreement.

- Budget actions that should be taken to address and remove those barriers:
 - Continue to utilize a portion of the building budget to procure additional substitutes for staff to collaborate on a regular basis.
 - Purchase social thinking (Super Flex) curriculum to strengthen Tier 1 social and emotional support in each classroom.
 - Allocate a portion of building funds to provide real world learning applications for students in grades 3-5.
 - Closely monitor paper use and control paper costs.

- Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:
 - Approximately one school year

USD 232 School-Specific Essential Questions

1. Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

- LETRS certification and badges
- Professional Learning Communities
- Quality Instruction
- Common Formative Assessments
- Connecting grade level standards to essential elements
- Data collection and analysis
- Newly adopted ELA curriculum
- Social-emotional wellness in children and adults
- Classroom management
- Culture of poverty (Ruby Payne)
- Trauma informed care
- Explicit writing instruction
- Social Thinking Curriculum (Super Flex)
- Effective unit planning around identified priority standards
- Real world application of math concepts

2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	X
Staff Awareness	X

Site Council	X
Administrative Team	X
Other _____	<input type="checkbox"/>

School Name: Mize Elementary

Principal Name: Gerri Balthazor

Students

Total Enrollment 24-25	470	Average Daily Attendance 23-24	93.1
Projected Enrollment 25-26	466	Chronic Absenteeism 23-24	6.83
Students with IEP's 24-25	94	English Language Learners 23-24	0
Students on Free & Reduced Lunch 24-25	63		

Staff

Certified Staff 24-25	45	*Certified Staff 25-26	41
Student-Teacher Ratio 24-25	10:1	*Student-Teacher Ratio 25-26	9:1
Classified Staff 24-25	26	*Classified Staff 25-26	30
Student-Staff Ratio 24-25	6:1	*Student-Staff Ratio 25-26	6:1

*Projected

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	*25-26 Students	*25-26 Sections	*25-26 Class Size
Kindergarten	67	4	16.8	72	4	18
1 st Grade	73	4	18.3	68	3	22.7
2 nd Grade	74	4	18.5	78	4	19.5
3 rd Grade	80	4	20	74	4	18.5
4 th Grade	92	4	23	81	4	20.25
5 th Grade	84	4	21	93	4	23.25
Totals	470	24	19.6	466	23	20.3

*Projected

Kansas State Assessment Data Analysis

Third

Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	78%	93%	%	47%	69%	%
District	86%	84%	%	60%	59%	%
State	68%	69%	%	38%	38%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	82%	95%	%	65%	82%	%
District	90%	90%	%	71%	71%	%
State	72%	77%	%	50%	50%	%

Fourth
Grade
 Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	93%	84%	%	68%	56%	%
District	93%	92%	%	61%	63%	%
State	81%	81%	%	43%	43%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	98%	84%	%	70%	55%	%
District	94%	90%	%	56%	57%	%
State	81%	80%	%	39%	37%	%

Fifth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	93%	87%	%	70%	64%	%
District	85%	83%	%	58%	55%	%
State	68%	68%	%	41%	39%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	91%	88%	%	55%	69%	%
District	83%	84%	%	48%	50%	%
State	66%	66%	%	33%	32%	%

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	99%	94%	%	88%	76%	%
District	90%	88%	%	66%	65%	%
State	72%	74%	%	42%	45%	%

KSDE Needs Assessment Essential Questions

Based upon the school’s Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:
 - Building:
 - Ensuring growth of our students through the Science of Reading
 - Ensuring both the social and emotional needs of students
 - Lack of classified support services and special education funding

2. Budget actions that should be taken to address and remove those barriers:
 - Building Budget:
 - Our building has purchased and implemented programs to support students and teachers with the Science of Reading initiative. This has become an area of focus as we strive to increase reading proficiency.
 - This is an area that has become increasingly more difficult with state budget cuts to special education.

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:
 - Building Response: We anticipate at least three years to measure growth and progress of students. This will also allow the opportunity to assess the impacts of new programs and relevant instructional opportunities for students. These programs will provide support needed to increase learning and assessment scores. Although this is what is anticipated, we know that our reality may look different given yearly budget constraints and other societal impacts.

USD 232 School-Specific Essential Questions

Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

- Differentiation
- Behavior and Trauma Informed Care
- Student Goal Setting (Focus area as a building)
- Writing

School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	X
Staff Awareness	X
Site Council	X
Administrative Team	X
Other _____	<input type="checkbox"/>

**KSDE Needs Assessment School
Report 2025-2026
Elementary**



School Name: Prairie Ridge Elementary

Principal Name: Kristel Fulcher

Students

Total Enrollment 24-25	431	Average Daily Attendance 24-25	415
Projected Enrollment 25-26	398	Chronic Absenteeism 24-25	4.11%
Students with IEP's 24-25	81	English Language Learners 24-25	1
Students on Free & Reduced Lunch 24-25	32		

Staff

Certified Staff 25-26	39	*Certified Staff 25-26	39
Student-Teacher Ratio 24-25	19:6	*Student-Teacher Ratio 25-26	19:9
Classified Staff 24-25	28	*Classified Staff 25-26	28
Student-Staff Ratio 24-25	6:1	*Student-Staff Ratio 25-26	6:1

*Projected

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	*25-26 Students	*25-26 Sections	*25-26 Class Size
Kindergarten	62	4	15.5	50	3	16.6
1 st Grade	74	4	18.5	62	3	20.3
2 nd Grade	75	4	18.6	74	4	18.5
3 rd Grade	69	3	23	75	4	18.75
4 th Grade	69	3	23	68	3	23
5 th Grade	82	4	20.5	69	3	23
Totals	431	22	19.6	398	20	19.9

*Projected

Kansas State Assessment Data Analysis

Third Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	96%	91%	%	80%	65%	%
District	86%	84%	%	60%	59%	%
State	68%	69%	%	38%	38%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	96%	98%	%	85%	82%	%
District	90%	90%	%	72%	71%	%
State	77%	77%	%	51%	50%	%

Fourth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	94%	95%	%	59%	77%	%
District	93%	92%	%	61%	63%	%
State	81%	81%	%	43%	43%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	98%	99%	%	58%	71%	%
District	94%	90%	%	56%	57%	%
State	81%	80%	%	38%	37%	%

Fifth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	87%	89%	%	67%	64%	%
District	85%	83%	%	57%	55%	%
State	68%	68%	%	40%	39%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	90%	87%	%	55%	54%	%
District	83%	84%	%	48%	50%	%
State	66%	66%	%	33%	32%	%

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	92%	90%	%	71%	66%	%
District	90%	88%	%	66%	65%	%
State	72%	74%	%	42%	45%	%

KSDE Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

- Barriers that must be overcome for each student to achieve grade level proficiency on assessments:
 - Building:
 - Building Strong relationships--Supporting a SEL curriculum, a social worker and a counselor are able to focus on building strong relationships with students, teachers, and parents.
 - The need for curriculum alignment focusing on the written, taught, and assessed curriculum. Focused building goals and professional development will support this need as well as building and utilizing the data from common assessments.
 - Ensuring the growth of students through the Science of Reading.
 - Retaining and attracting highly qualified teachers and classified staff.
 - We need to work closely with parents to address the number of students that are chronically absent.
- Budget actions that should be taken to address and remove those barriers:
 - Building Budget:
 - Purchasing Sadlier From Phonics to Reading materials and decodable books for our K-3 students and Morpheme Magic for grades 4-5.
 - District purchase of new ELA materials through the adoption process-ensuring the materials align with the Science of Reading.
 - Sending staff to the PLC Institute
 - Increased salary to recruit and retain highly qualified certified and classified staff
- Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:
 - While our board of education, administration, teachers, and classified staff work tirelessly to meet the academic and social emotional needs of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those include: the ever-changing population of students bringing a varying degree of cognitive abilities and disabilities which preclude us from being able to guarantee a date when all students will meet a singular level of proficiency, as well as the lack of funding of special education.

USD 232 School-Specific Essential Questions

1. Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

Staff would like to continue to learn about:

- The Science of Reading and applying what has been learned the past several years during LETRS professional development
- Professional development in dealing with student behavior. The amount of time dealing with student behavior impacts instructional time.
- The amount of spiraling in math and how it looks at each grade level
- Writing, specifically beginning at the sentence level and working to develop complex sentences that make cohesive paragraphs
- Professional Learning Communities
- Data and would like to continue to learn more about different types of assessments and the data that they provide
- Ways to fully engage students in their learning with research-based best instructional practices

- Social/emotional needs and how to assist students with mental health concerns

2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	X
Staff Awareness	X
Site Council (data came after our last meeting)	<input type="checkbox"/>
Administrative Team	X
Other _____	<input type="checkbox"/>

School Name: Riverview Elementary

Principal Name: Janell Urban

Students

Total Enrollment 24-25	446	Average Daily Attendance 24-25	95.5%
Projected Enrollment 25-26	413	Chronic Absenteeism 24-25	4.5%
Students with IEP's 24-25	63	English Language Learners 24-25	31
Students on Free & Reduced Lunch 24-26	20		

Staff

Certified Staff 24-25	38	*Certified Staff 25-26	31
Student-Teacher Ratio 24-25	12:1	*Student-Teacher Ratio 25-26	13:1
Classified Staff 24-25	25	*Classified Staff 25-26	23
Student-Staff Ratio 24-25	17:1	*Student-Staff Ratio 25-26	18:1

*Projected

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	*25-26 Students	*25-26 Sections	*25-26 Class Size
Kindergarten	57	3	19	56	3	19
1 st Grade	63	3	21	57	3	19
2 nd Grade	79	4	19.8	63	3	21
3 rd Grade	78	4	21	77	4	19
4 th Grade	84	4	21	78	4	19
5 th Grade	80	4	20	82	4	20
Totals	441	22	20	413	21	20

*Projected

Kansas State Assessment Data Analysis

Third Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	88%	82%	%	65%	56%	%
District	86%	84%	%	60%	59%	%
State	68%	69%	%	38%	38%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	93%	92%	%	77%	74%	%
District	90%	90%	%	72%	71%	%
State	77%	77%	%	50%	50%	%

Fourth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	91%	91%	%	55%	65%	%
District	93%	92%	%	61%	63%	%
State	81%	81%	%	43%	43%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	86%	90%	%	41%	49%	%
District	94%	90%	%	56%	57%	%
State	81%	80%	%	38%	37%	%

Fifth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	85%	75%	%	58%	46%	%
District	85%	83%	%	58%	55%	%
State	68%	68%	%	40%	39%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	82%	77%	%	47%	42%	%
District	83%	84%	%	48%	50%	%
State	66%	66%	%	33%	33%	%

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	86%	87%	%	55%	55%	%
District	90%	88%	%	66%	65%	%
State	72%	74%	%	42%	45%	%

KSDE Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments: Building:
 - Stamina/Attention
 - Motivation
 - Attendance Issues
 - High Class Sizes- Less Individual Instruction
 - English Proficiency/High Number of ELL Students
 - Increasing numbers of students with IEP's
 - Social/Emotional Needs
 - Socio-Economic Challenges
 - Attracting and retaining paras
 - Limited Number of SCT's per the PNA
 - Growth of Students through the Science of Reading

2. Budget actions that should be taken to address and remove those barriers: Building Budget:
 - SPARK Funding (Tutoring)
 - PD Book Resources
 - Behavior Management Resources
 - Pay Increases for Paras (District Level)
 - Supplies and time needed to implement the new ELA resource (CKLA)

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:
 - Focusing on student growth data will allow us to better monitor student progress.
 - Two years of above average growth for a student should enable each student to achieve grade level proficiency.

USD 232 School-Specific Essential Questions

1. Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

 - Trauma Informed Care/Social Emotional Learning
 - Classroom Management/Behavior Management
 - Common Formative Assessment
 - New training on CKLA and follow up support throughout the year
 - Math Strategies
 - Technology Integration
 - Collaboration Between Instructional Teams – New format for tier push in support
 - Reading Literacy Assessment Summary Sheet & Diagnostic Testing Training
 - Continue to Send Staff to PLC Conference
 - Deeper Understanding of Standards
 - Practice and Deeper Understanding of the Science of Reading
 - Differentiation
 - Student Goal Setting

2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	x
Staff Awareness	x
Site Council	x
Administrative Team	x
Other _____	<input type="checkbox"/>

School Name: Starside Elementary

Principal Name: Jan Hicks

Students

Total Enrollment 24-25	428	Average Daily Attendance 24-25	93.7%
Projected Enrollment 25-26	410	Chronic Absenteeism 24-25	5.45%
Students with IEP's 24-25	78	English Language Learners 24-25	99
Students on Free & Reduced Lunch 24-25	224		

Staff

Certified Staff 24-25	42	*Certified Staff 25-26	40
Student-Teacher Ratio 24-25	10:1	*Student-Teacher Ratio 25-26	11:1
Classified Staff 24-25	25	*Classified Staff 25-26	26
Student-Staff Ratio 24-25	6:1	*Student-Staff Ratio 25-26	6:1

*Projected

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	*25-26 Students	*25-26 Sections	*25-26 Class Size
Kindergarten	67	4	16.8	55	3	18.3
1 st Grade	64	3	21.3	67	3	22.3
2 nd Grade	68	3	22.7	64	3	21.3
3 rd Grade	85	4	21.3	68	3	22.7
4 th Grade	73	4	18.3	84	4	21
5 th Grade	71	3	23.7	72	3	24
Totals	428	20	21.4	410	19	21.6

*Projected

Kansas State Assessment Data Analysis

Third

Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	72%	64%	%	32%	33%	%
District	86%	84%	%	60%	59%	%
State	68%	69%	%	38%	38%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	80%	76%	%	49%	42%	%
District	90%	90%	%	72%	71%	%
State	77%	77%	%	50%	50%	%

Fourth
Grade
 Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	84%	83%	%	37%	42%	%
District	93%	92%	%	61%	63%	%
State	81%	81%	%	43%	43%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	91%	80%	%	35%	37%	%
District	94%	90%	%	56%	57%	%
State	81%	80%	%	38%	37%	%

Fifth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	70%	68%	%	38%	28%	%
District	8%	83%	%	57%	55%	%
State	68%	68%	%	40%	39%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	71%	69%	%	26%	21%	%
District	83%	84%	%	48%	50%	%
State	66%	66%	%	33%	32%	%

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	77%	67%	%	49%	41%	%
District	90%	88%	%	66%	65%	%
State	72%	74%	%	42%	45%	%

KSDE Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:
 - Building:
 - Motivation
 - Stamina/Attention
 - Attendance Issues
 - High Class Sizes- Less Individual Instruction
 - English Proficiency/High Number of ELL Students
 - Increasing numbers of students with IEP's
 - Social/Emotional Needs
 - Socio-Economic Challenges
 - Attracting and retaining paras
 - Limited Number of SCT's per the PNA
 - Growth of Students through the Science of Reading
2. Budget actions that should be taken to address and remove those barriers:
 - Building Budget:
 - SPARK Funding (Tutoring)
 - PD Book Resources
 - Behavior Management Resources
 - Pay Increases for Paras (District Level)
 - Supplies and time needed to implement the new ELA resource (CKLA)
3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:
 - Focusing on student growth data will allow us to better monitor student progress. Two years of above average growth for a student should enable each student to achieve grade level proficiency.

USD 232 School-Specific Essential Questions

1. Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

- Classroom Management/Behavior Management
- Trauma Informed Care/Social Emotional Learning
- Common Formative Assessment
- New training on CKLA and follow up support throughout the year
- Math Strategies
- Technology Integration
- Collaboration Between Instructional Teams – New format for tier push in support
- Reading Literacy Assessment Summary Sheet & Diagnostic Testing Training
- Continue to Send Staff to PLC Conference
- Deeper Understanding of Standards
- Practice and Deeper Understanding of the Science of Reading

- Differentiation
- Student Goal Setting

2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	X
Staff Awareness	X
Site Council – would have done but data was late	X
Administrative Team	X
Other _____	<input type="checkbox"/>

**KSDE Needs Assessment School
Report 2025-2026
Middle School**



School Name: Lexington Trails Middle School

Principal Name: Clark McCracken

Students

Total Enrollment 24-25	402	Average Daily Attendance 24-25	
Projected Enrollment 25-26	395	Chronic Absenteeism 24-25	5% (19 students)
Students with IEP's 24-25	63	English Language Learners 24-25	29
Students on Free & Reduced Lunch 24-25	124		

Staff

Certified Staff 24-25	24	*Certified Staff 25-26	24
Student-Teacher Ratio 24-25	17:1	*Student-Teacher Ratio 25-26	17:1
Classified Staff 24-25	18	*Classified Staff 25-26	18
Student-Staff Ratio 24-25	10:1	*Student-Staff Ratio 25-26	10:1

*Projected

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	*25-26 Students	*25-26 Sections	*25-26 Class Size
6 th Grade	122	5	24.4	130	5	26
7 th Grade	139	5	27.8	122	5	24.4
8 th Grade	144	5	28.8	139	5	27.8
Totals	405	15	27	391	15	26

*Projected

Kansas State Assessment Data Analysis

Sixth

Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	79%	86%	%	50%	51%	%
District	79%	82%	%	46%	59%	%
State	63%	62%	%	34%	34%	%

Math -

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	91%	91%	%	65%	76%	%
District	87%	88%	%	54%	59%	%
State	65%	64%	%	30%	30%	%

Seventh Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	87%	86%	%	53%	60%	%
District	78%	79%	%	42%	49%	%
State	64%	63%	%	32%	32%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	93%	91%	%	56%	50%	%
District	91%	92%	%	46%	46%	%
State	77%	76%	%	28%	28%	%

Eighth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	92%	80%	%	49%	40%	%
District	80%	82%	%	33%	35%	%
State	65%	63%	%	21%	22%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	80%	79%	%	51%	47%	%
District	75%	75%	%	39%	34%	%
State	52%	53%	%	23%	24%	%

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	78%	83%	%	45%	51%	%
District	70%	74%	%	35%	38%	%
State	52%	53%	%	23%	25%	%

KSDE Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:

- Building:
 - students entering middle school missing skills in reading and math

- students entering middle school academically behind, according to standardized test scores
- absenteeism
- lack of student and parent involvement at school

2. Budget actions that should be taken to address and remove those barriers:

- Building Budget:

We cannot control what level students enter LTMS at, and we cannot control students' home life. However, we can get kids involved and committed to school.

- LTMS needs funding for before and after school programs and staffing.
- We need stipends for sponsors/coaches and/or hourly rates of pay to encourage our BEST staff to give up their time after school to tutor, coach, and sponsor.
 - This would reach a demographic of students that are currently uninvolved in co/extracurricular activities.
 - We began this two years ago and have positive results (lower absenteeism, better grades).

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:

- We can have over 95% of students involved in activities at LTMS in the next three years with adequate funding (PSP, Esports, Wellness, Cooking + current clubs/athletics/activities). Our students involved in before or after school activities score higher on standardized tests, pass more classes, and have better attendance than those students not involved.

USD 232 School-Specific Essential Questions

1. Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

- Engagement Strategies
- SEL/Behavior/Classroom Management
- Vocabulary Instruction
- PLC process and Vertical collaboration/professional development for core content areas (including essential standard work and curriculum)
- Visible Learning (effect sizes)
- Student Portfolios / High Quality Work

2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	✓
Staff Awareness	✓
Site Council	✓
Administrative Team	✓
Other: Student Advisory Team	✓

School Name: Mill Creek Middle School Principal Name: Denise Legore Seawood

Students

Total Enrollment 24-25	680	Average Daily Attendance 24-25	94.5%
Projected Enrollment 25-26	705	Chronic Absenteeism 24-25	4.68%
Students with IEP's 24-25	78	English Language Learners 24-25	18
Students on Free & Reduced Lunch 24-25	86		

Staff

Certified Staff 24-25	57	*Certified Staff 25-26	57
Student-Teacher Ratio 24-25	12:1	*Student-Teacher Ratio 25-26	12:1
Classified Staff 24-25	23	*Classified Staff 25-26	27
Student-Staff Ratio 24-25	9:1	*Student-Staff Ratio 25-26	8:1

*Projected

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	*25-26 Students	*25-26 Sections	*25-26 Class Size
6 th Grade	223	10	22	232	10	23
7 th Grade	240	10	24	229	10	23
8 th Grade	209	9	23	243	9	27
Totals	672			705		

*Projected

Kansas State Assessment Data Analysis

Sixth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	77%	80%	%	41%	48%	%
District	79%	82%	%	46%	49%	%
State	63%	62%	%	34%	34%	%

Math -

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	92%	90%	%	41%	52%	%
District	87%	88%	%	46%	59%	%
State	65%	64%	%	30%	30%	%

Seventh

Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	74%	79%	%	42%	42%	%
District	78%	79%	%	42%	49%	%
State	65%	63%	%	32%	32%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	89%	91%	%	45%	45%	%
District	91%	92%	%	46%	46%	%
State	77%	76%	%	28%	28%	%

Eighth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	72%	80%	%	21%	29%	%
District	80%	82%	%	33%	35%	%
State	65%	63%	%	22%	22%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	69%	72%	%	23%	28%	%
District	70%	75%	%	39%	34%	%
State	52%	53%	%	23%	24%	%

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	63%	66%	%	28%	3%	%
District	69%	74%	%	35%	38%	%
State	52%	53%	%	23%	25%	%

KSDE Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:
 - Building:
 - Frame conversation around pillars: How do we know students are learning? What do we do if they aren't learning? Analyze instructional gaps in "subject" in "grades". Use this information in collaborative planning to increase understanding of essential standards and instructional techniques to develop more efficient instructional & assessment methods.
 - An additional challenge that has its own unique characteristics is the PLC process and our goal of having teachers do common assessments. This is a process that we will gradually grow and continue to develop, but inevitably will pose barriers to some individuals and content teams.
2. Budget actions that should be taken to address and remove those barriers:
 - Building Budget:
 - Identifying Tier resources to support students that need additional support. Possible additional financial support for both individual and whole staff professional development.
3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:
 - Time to analyze academic data. This will be completed during PLC time on Tuesdays and during building PD time on district early release days. Est. time spent will be several hours per grade level/teacher until preliminary data shows an improvement in proficiency percentages. This will be done through the development of improved collaboration in order to reach our building PLC goal of establishing common assessments with core content teachers.

USD 232 School-Specific Essential Questions

1. Professional Development and Learning-
Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.
 - Goals/Strategic Plan:
 - Building Climate & Culture
 - Staff PD in August to create new MC traditions
 - Competitive/Family grouping of students according to hall/grade.
 - Establish collective commitments from both students and staff
 - Clear expectations of staff as outlined in the staff and student handbooks
 - Establishing time to focus on executive functioning and GRIT of students.
 - PLC Work
 - Continued vertical and content collaboration
 - Increase commitment & involvement with common formative assessments.

2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	x
Staff Awareness	x
Site Council	<input type="checkbox"/>
Administrative Team	x
Other _____	<input type="checkbox"/>

School Name: Monticello Trails Middle School

Principal Name: Jennifer Smith

Students

Total Enrollment 24-25	655	Average Daily Attendance 24-25	93%
Projected Enrollment 25-26	668	Chronic Absenteeism 24-25	6.13%
Students with IEP's 24-25	98	English Language Learners 24-25	0
Students on Free & Reduced Lunch 24-25	86		

Staff

Certified Staff 24-25	51	*Certified Staff 25-26	51
Student-Teacher Ratio 24-25	13:1	*Student-Teacher Ratio 25-26	13:1
Classified Staff 24-25	20	*Classified Staff 25-26	23
Student-Staff Ratio 24-25	9:1	*Student-Staff Ratio 25-26	9:1

*Projected

Class Size Information

Grade	2023	2024	2025	2023	2024	2025
6 th Grade						
7 th Grade						
8 th Grade						
Totals						

*Projected

Kansas State Assessment Data Analysis

Sixth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	81%	82%	%	49%	49%	%
District	79%	82%	%	46%	49%	%
State	63%	64%	%	34%	34%	%

Math -

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	79%	86%	%	44%	57%	%
District	87%	88%	%	46%	59%	%
State	65%	64%	%	30%	30%	%

Seventh
Grade
Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	77%	76%	%	38%	49%	%
District	78%	79%	%	42%	49%	%
State	64%	63%	%	32%	32%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	91%	93%	%	43%	45%	%
District	91%	92%	%	46%	46%	%
State	75%	76%	%	28%	28%	%

Eighth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	81%	85%	%	36%	38%	%
District	80%	82%	%	33%	35%	%
State	65%	63%	%	22%	22%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	76%	75%	%	45%	33%	%
District	75%	75%	%	39%	34%	%
State	52%	53%	%	23%	24%	%

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	71%	76%	%	36%	35%	%
District	70%	70%	%	35%	38%	%
State	52%	53%	%	23%	25%	%

KSDE Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:
 - Building:
 - Vertical alignment including with the elementary curriculum
 - Tier II and Tier III math, reading, behavior interventions that have HQIM
 - Quality Tier I interventions
 - Student anxiety and attendance
 - Creating challenging learning environments that engage the students
 - Celebrating student success

2. Budget actions that should be taken to address and remove those barriers:
 - Building Budget:
 - Tier II resources, personnel, and training being purchased for reading, math and behavior
 - Funds for after school programs including after school academic support (TSP) and physical/social (ACP) to support student learning (Tier I)
 - Funds to provide PLC training to staff to build their capacity to write solid common formative assessments, analyze the data from those assessments, and provide interventions when needed based on the data.
 - Funds to provide RWL/ PBL training to staff - Increase in student engagement and desire to be at school
 - Resources/ personnel to support the social and emotional needs of our students
 - Personnel to offer more choice and voice for Exploratory classes

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:

Monticello Trails cannot control the academic, social, and emotional skills students enter our door with, but we continue to put resources, people, and time in place to assess where each student is so we can meet them where they are at and help them get to the next level. We continue to evaluate each student's success and adjust accordingly to assure that every student meets their potential.

USD 232 School-Specific Essential Questions

1. Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

 - PLC – Collaborative Conversations
 - Aligning instruction and assessments with state standards
 - Data analysis
 - Interventions
 - PBL-
 - Cross-curricular units
 - Engagement Strategies
 - Research based Instructional Strategies
 - SEL
 - CHAMPS/ Academic Behaviors
 - PBIS
 - Engagement strategies
 - Rigor

School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	X
Staff Awareness	X
Site Council	<input type="checkbox"/>
Administrative Team	X
Other: Gilding Alliance_____	X

**KSDE Needs Assessment School Report
2025-26
De Soto High School**

School Name: De Soto High School

Principal Name: Kevin Thomas

Students

Total Enrollment 24-25	933	Average Daily Attendance 24-25	95.56
Projected Enrollment 25-26	958	Chronic Absenteeism 24-25	10.09
Students with IEP's 24-25	105	Graduation Rate 2025	98.3
Students on Free & Reduced Lunch 24-25	201	Dropout Rate 24-25	2.7
English Language Learners 24-25	31	Five-Year Effectiveness Average 23-24	65

Staff

Certified Staff 24-25	58	*Certified Staff 25-26	58
Student-Teacher Ratio 24-25	16.1:1	*Student-Teacher Ratio 25-26	16.5:1
Classified Staff 24-25	35.5	*Classified Staff 25-26	35.5
Student-Staff Ratio 24-25	10:1	*Student-Staff Ratio 25-26	10.25:1

*Projected

Class Size Information

Grade	24-25 Students	*25-26 Students
9 th Grade	199	260
10 th Grade	235	203
11 th Grade	263	235
12 th Grade	236	263
Totals	933	961

*Projected

Kansas State Assessment Data Analysis

Tenth Grade

Reading-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	85%	83%	%	44%	44%	%
District	86%	86%	%	42%	48%	%
State	64%	65%	%	27%	28%	%

Math-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	77%	73%	%	32%	35%	%
District	82%	78%	%	38%	40%	%
State	54%	54%	%	21%	21%	%

KSDE Needs Assessment School Report 2024-2025
De Soto High School

Eleventh Grade

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2023	2024	2025	2023	2024	2025
Building	68%	67%	%	40%	40%	%
District	67%	68%	%	37%	38%	%
State	56%	54%	%	29%	27%	%

PreACT and ACT Data

PreACT 8/9 (9th Grade, State-Funded)

	2022	2023	2024	2025
English Composite Average	16.4	15.3	14.7	14.5
Math Composite Average	18.3	17.3	17.9	17.3
Reading Composite Average	19.6	19.5	20.3	18.9
Science Composite Average	17.9	18.3	17.4	18.4
Composite Average	18.1	17.7	17.7	17.4
District Composite Average	18.4	18.0	18.1	17.7
State Composite Average	n/a	n/a	n/a	n/a

PreACT 10 (10th Grade, State-Funded)

	2022	2023	2024	2025
English Composite Average	15.4	17	17.1	16.2
Math Composite Average	17.8	18.1	18.4	17.4
Reading Composite Average	20.2	20.9	20.6	19.5
Science Composite Average	18.8	18.1	19.2	18
Composite Average	18.2	18.7	19	17.9
District Composite Average	18.5	19.0	18.7	18.5
State Composite Average	n/a	n/a	n/a	n/a

ACT (11th Grade, State-Funded)

	2022	2023	2024	2025
English Composite Average	19.7	19.2	18.3	19.4
Math Composite Average	20.5	19.6	18.8	20.1
Reading Composite Average	20.7	20.9	20.3	20.9
Science Composite Average	20.9	20.1	19.5	19.9
Composite Average	20.6	20.1	19.3	20.2
District Composite Average	*21.7	*21.3	*20.6	20.5 (from ACT as of 3/14/2025 only the state contract)
State Composite Average	19.8	19.3	19.2	N/A as of 3/14/2025

****District Composite for ACT 11th grade is from KSDE State Report Card – KSDE takes average from each student's last attempt***

KSDE Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:
 - Building:
 - Student Attendance
 - Increase the total number of instructional days/minutes
 - Social/Emotional Support & Increased Resiliency
 - Lack of foundational skills
2. Budget actions that should be taken to address and remove those barriers:
 - Building Budget:
 - Increased allocations for teacher training and professional learning
 - Increased allocations for additional staff
 - Increased allocations for before and after school interventions and academic support
 - Increased allocations for summer academic programs and support
 - (District): Provide universal preschool & increased staffing at the elementary and middle levels (teachers, support staff, interventionist, counselors).
 - (District): School based health and mental health care providers (for short and long-term student needs – could be a MOU with a community wide medical and behavioral mental health provider).
3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:
 - Students at De Soto High school are learning the content, skills, and dispositions needed for their future. Students are passing AP exams, earning college credits, and participating in internships, client connected projects and community service. We experience a high level of student engagement and success in extra and co-curricular activities and have systems in place to support students in need. We have multiple examples of evidence that students are learning at a high level. A single assessment score does not define or label our students' skillset and knowledge, or the quality of the educational experience at DHS. Because there are multiple external factors that may impact how a student performs on a single assessment, the amount of time needed for each student to attain grade level proficiency as defined by that assessment is unknown. Students learn at different rates and have a wide variety of skills and needs.

USD 232 School-Specific Essential Questions

1. Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

- Instructional Practices and Effective Instructional Frameworks
- Alignment of Curriculum
- Identifying Essentials
- Assessment Design (formative and summative)
- Data Analysis for Instructional Decision-making
- Intervention Strategies
- Grading Practices
- Student Ownership and Motivation

2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	X
Staff Awareness	X
Site Council	X
Administrative Team	X
Other _____	<input type="checkbox"/>

School Name: Mill Valley High School Principal Name: Gail Holder

Students

Total Enrollment 23-24	1,374	Average Daily Attendance 23-24	94.47%
Projected Enrollment 24-25	1,419	Chronic Absenteeism 23-24	9.6
Students with IEP's 23-24	118	Graduation Rate 2024	98.5%
Students on Free & Reduced Lunch 23-24	110	Dropout Rate 23-24	1.5%
English Language Learners 23-24	15	Five-Year Effectiveness Average 22-23	73%

Staff

Certified Staff 23-24	94	*Certified Staff 24-25 (Teachers)	96/82
Student-Teacher Ratio 23-24	15:1	*Student-Teacher Ratio 24-25	17:1
Classified Staff 23-24	44	*Classified Staff 24-25	44
Student-Staff Ratio 23-24	10:1	*Student-Staff Ratio 24-25	10:1

*Projected

Class Size Information

Grade	23-24 Students	*24-25 Students
9 th Grade	357	376
10 th Grade	368	360
11 th Grade	320	363
12 th Grade	329	320
Totals	1374	1419

*Projected

Kansas State Assessment Data Analysis

TenthGrade

Reading:

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	87%	86%	87%	40%	40%	50%
District	84%	83%	86%	40%	45%	48%
State	66%	65%	65%	28%	28%	28%

Math:

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	79%	85%	81%	38%	42%	42%
District	77%	83%	78%	38%	49%	69%
State	51%	54%	55%	21%	21%	21%

Eleventh Grade

Science-

	Percent of Students Scoring Categories 2, 3, & 4 (90% by 2027)			Percent of Students Scoring Categories 3 & 4 (60% by 2027)		
	2022	2023	2024	2022	2023	2024
Building	65%	63%	68%	37%	%	35%
District	70%	67%	67%	43%	37%	39%
State	56%	31%	55%	28%	29%	28%

PreACT and ACT Data

.PreACT 8/9 (9th Grade, State-Funded)

	2021	2022	2023
English Composite Average	16.7	15.6	15.7
Math Composite Average	18.9	17.5	18.7
Reading Composite Average	20.0	20.2	20.6
Science Composite Average	18.7	18.1	18.4
Composite Average	18.7	18.1	18.4
District Composite Average	18.4	18.0	18.1

.PreACT 10 (10th Grade, State-Funded)

	2021	2022	2023
English Composite Average	16.0	16.8	16.3
Math Composite Average	17.9	18.8	17.9
Reading Composite Average	20.9	21.6	20.5
Science Composite Average	19.2	19.0	18.5
Composite Average	18.7	19.2	18.4
District Composite Average	18.5	19.0	18.7

.ACT (11th Grade, State-Funded)

	2021	2022	2023
English Composite Average	22.7	22.3	21.8
Math Composite Average	21.9	21.4	21.4
Reading Composite Average	22.7	22.3	21.8
Science Composite Average	22.6	22.3	21.6
Composite Average	22.7	22.3	21.8
*District Composite Average	*22.1	*21.7	*21.8
State Composite Average	19.8	19.8	21.7

KSDE Needs Assessment Essential Questions

Based upon the school's Needs Assessment and State Assessment results, please identify the following:

Barriers that must be overcome for each student to achieve grade level proficiency on assessments:

1. Barriers that must be overcome for each student to achieve grade level proficiency on assessments:

Students and staff must continue to adapt to the idea that larger class sizes means less time with individual students.

Staff must focus on tier 1 instruction.

Staff will continue to implement the PLC process to address student needs and employ interventions as needed for student academic growth/success. Staff will continue to align with state standards and with state testing needs and be sure to focus instruction on what students will be assessed on.

We began an audit last year-started with ELA.

Additional core audits will take place when we return in August.

2. Budget actions that should be taken to address and remove those barriers:

We have focused our school goals on the needs of the building as it relates to academic growth with not only the State Assessment, but also the ACT, grade data etc.

It would be so helpful if teacher goals aligned with building goals in terms of appraisal and focused evaluation work.

We MUST have additional staff in our core subject areas to ensure a more individualized and differentiated experience for students.

Requesting for 25-26: 1 ELA teacher, 1 Science teacher, 1 counselor, 1 world language teacher.

We have a need for additional staffing for the 25-26 school year.

ELA, Science, World Language, Counseling

Funding for professional development for teachers, intervention training for teachers, professional development funding.

Teacher training for professional learning in terms of Tier 1 instruction, PLC work and interventions.

3. Amount of time estimated it will take for each student to achieve grade level proficiency on the state assessments, if the budget actions were implemented:

The time for this will vary student to student. Our teachers are committed to working with each and every student to ensure their success. Our goal is always for a student to learn grade level curriculum and to advance at least one grade level each year.

USD 232 School-Specific Essential Questions

1. Professional Development and Learning-

Please provide a bulleted list of topics, concepts, and/or areas of content in which certified staff request professional learning, for instruction and learning to improve student achievement.

- Continued focus on quality Tier 1 instruction
- PLC Processes
- Focus on Belonging

2. School Assurances-

Please place a checkmark by all stakeholder groups who had input/feedback in responses to Needs Assessment Essential Questions.

School Stakeholder Group	
Building Leadership Team	X
Staff Awareness	X
Site Council	X
Administrative Team	X
Other _____	<input type="checkbox"/>