

2024-2025 Building Needs Assessment for 2025-2026 Budget Considerations Stewart Elementary School (Grades PreK-5)



[Stewart Elementary School 2022-23 Accountability Report](#)

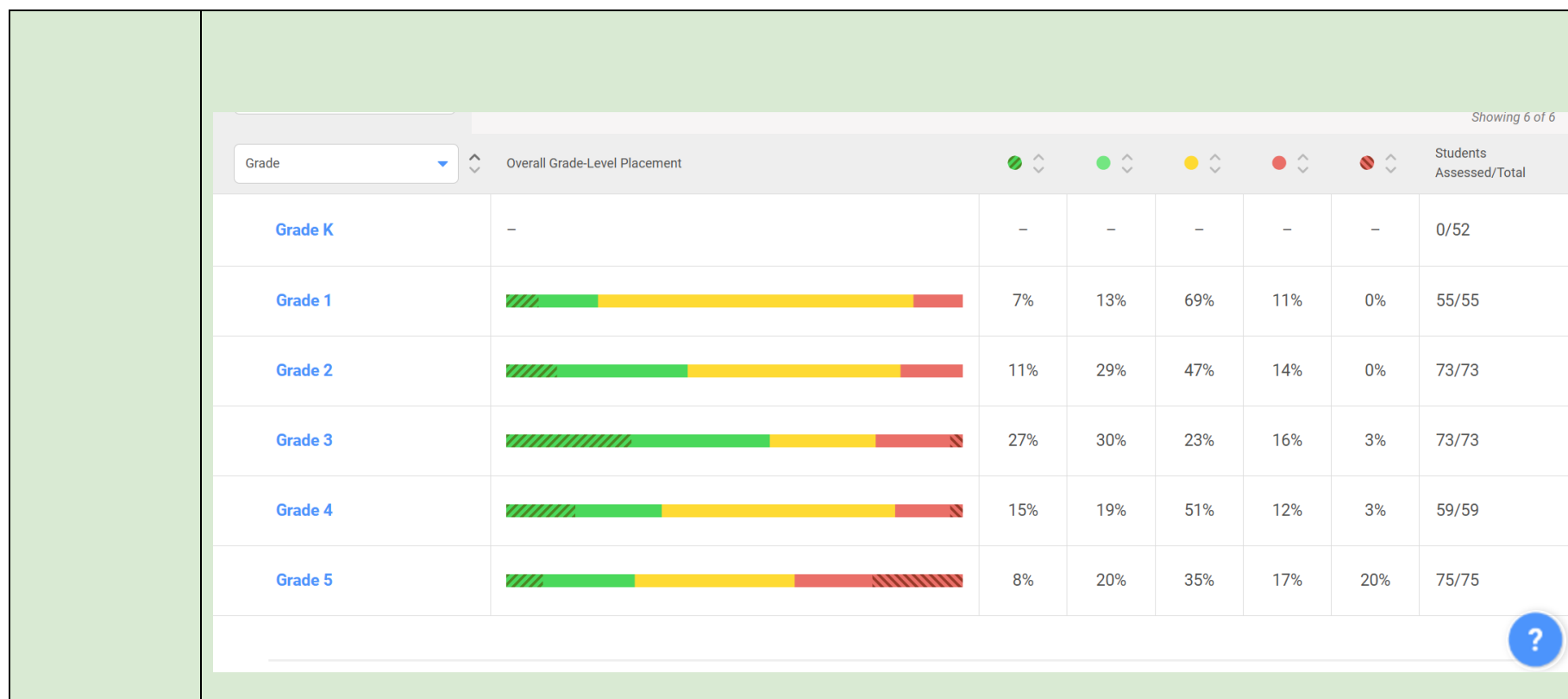
School Improvement - Fundamentals

The four fundamentals are interconnected and associated with actions that each school system must implement so students can meet our state's rigorous standards.

Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
We apply an explicit, systematic, diagnostic, and cumulative approach to teaching literacy that acknowledges the value of both word recognition and oral/written language comprehension as evidenced in all grades and disciplines. ● Phonemic Awareness ● Phonics ● Fluency ● Vocabulary ● Comprehension	We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in preK-12. ● Learning Intentions ● Success Criteria ● Academic Rigor ● Scope & Sequence	We assess students for risk and standards in preK-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement. ● Formatives ● Summatives ● Progress Monitoring ● Screening ● Diagnostic	We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials (HQIM) in preK-12. ● High Expectations ● Culturally Responsive ● Differentiation ● Academic & SEL ● Student Dispositions

Communication Goals – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.
KSA English Language Arts: Decrease % at Level 1	Currently, we have a 25% decrease in the number of students performing at a Level 1 on the KS English Language Arts Assessment since 2021. Our Goal: Students will have the critical thinking skills to achieve postsecondary success, as measured by a 5% decrease in Level 1 performance on the Kansas English Language Arts Assessment by 2027.
KSA English Language Arts: Increase % at Level 3 & 4	Currently, we have a 10% increase in the number of students performing at a Level 3 or 4 on the KS English Language Arts Assessment since 2021. Our Goal: Students will have the critical thinking skills to achieve postsecondary success, as measured by a 5% increase in Level 3 and 4 performance on the Kansas English Language Arts Assessment by 2027.
Complex Communication Rubric: Increase % at Demonstrating Level	Stewart currently has 50.9% of students at the Developing (Level 3) and Demonstrating Level (Level 4) on the Complex Communication Rubric. Our goal is to increase by 4% annually. 2023-2024 was our Benchmark Assessment System line year.
Other Data	Overall Placement Students Assessed/Total: 335/387 14% 23% 43% 14% 6% Mid or Above Grade Level Early On Grade Level One Grade Level Below Two Grade Levels Below Three or More Grade Levels Below 47 Students 76 Students 145 Students 48 Students 19 Students



Communication – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation	We need dedicated time to explore all the intervention and differentiation resources provided by HMH Into Reading.		Our district is funding iReady to ensure we have instructional screeners and diagnostic tools.	Our teachers with large classes are stretched thin when attempting to provide quality instruction to numerous students in large classes.
Educator Evaluation				Currently, we are providing weighted walk throughs. For example, a struggling

				teacher will have additional Walkthroughs and support compared to an expert teacher. We need adequate paras and subs to ensure leadership is not pulled from supporting teacher growth to cover positions.
Professional Learning	All reading teachers need to complete the LETRS training. Currently, we have 16 teachers trained. LETRS stands for Language Essentials for Teachers of Reading and Spelling. LETRS is a professional learning course for instructors of reading, spelling and related language skills. It provided educators with in-depth knowledge and tools they can use with any reading program.	All teachers are participating in the Visible Learning three-year training. Currently, our teachers are creating Learning Intentions and Success Criteria for reading standards. Over the next several years, we will continue to create and edit our learning intentions and success criteria to ensure clarity in our instruction.	USD #305 moved away from Benchmark Assessment System and Reading Diagnostic Assessment, the level of change and plan required a higher amount of communication to support new assessment implementation and data usage. Training and support are needed to understand the data and use it to guide instruction.	Currently, our district is providing teachers with Visible Learning training to ensure teachers and students have instructional clarity. Currently, we have moved away from Benchmark Assessment System and Guided Reading requiring greater guidance on replacement structures. We need structure or planning protocol for teachers to ensure quality small group lessons.
Professional Collaboration	Currently, time in Professional Learning Communities is devoted to collaboration regarding Structured Literacy. More exposure and experience with Into Reading's Structured Literacy program will enhance these		Vertical Data Conversations are needed to ensure we have a deep understanding of assessment data.	Reading Professional Learning Communities meet twice a month. Teacher needs and assessment/assessment data drives Professional Learning Communities topics.

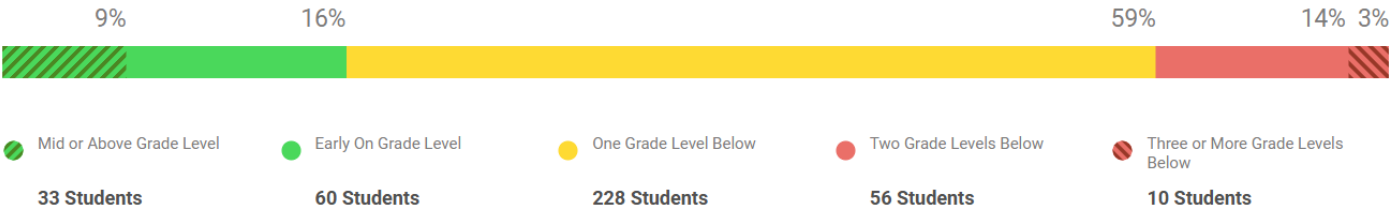
	conversations and lead to more idea sharing.			
Tiered System of Support	Currently, all but two teachers who deliver English Language Arts instruction are trained or are receiving training in LETRS. Continued review of best English Language Arts instruction practices and how Science of Reading knowledge is being used in our classrooms is a priority.		Currently, our iReady diagnostic is used to provide appropriate instructional levels for intervention and enrichment.	Currently, our students have access to tiered learning for English as a Second Language, SPED and Tier Two/Tier Three instructional groupings as needed. We need adequate sub coverage to ensure these positions are not compromised.
Family, Community and Business Partnerships	When meeting with families, we had monthly progress monitoring of a student's reading level to give a clear picture of where their student was reading. iReady Reading Diagnostic gives us a student reading level three times per year. Benchmark Assessment System and Reading Diagnostic Assessment were removed without a solid plan in place for communicating with parents.		Currently, our Site Council meets to discuss school data six times during the school year.	

Critical Thinking Goals – Data Review:

	Current State: <i>Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.</i>
KSA Math: Decrease % at Level 1	Currently, we have a 12% decrease in the number of students performing at a Level 1 on the KS Math Assessment since 2021. Our Goal: Students will have the critical thinking skills to achieve postsecondary success, as measured by a 5% decrease in Level 1 performance on the Kansas Math Assessment by 2027.
KSA Math: Increase % at Level 3 & 4	Currently, we have a 10% increase in the number of students performing at a Level 3 or 4 on the KS Math Assessment since 2021. Our Goal: Students will have the critical thinking skills to achieve postsecondary success, as measured by a 5% increase in Level 3 & 4 performance on the Kansas Math Assessment by 2027.
KSA Science: Decrease % at Level 1	Currently, we have an 11% decrease in the number of students performing at a Level 1 on the KS Science Assessment since 2021. Our Goal: Students will have the critical thinking skills to achieve postsecondary success, as measured by a 5% decrease in Level 1 performance on the Kansas Science Assessment by 2027.
KSA Science: Increase % at Level 3 & 4	Currently, we have a 10% increase in the number of students performing at a Level 3 or 4 on the KS Science Assessment since 2021. Our Goal: Students will have the critical thinking skills to achieve postsecondary success, as measured by a 5% increase in Level 3 & 4 performance on the Kansas Science Assessment by 2027.
Critical Thinking Rubric: Increase % at Demonstrating Level	Stewart currently has 89.9% of students at the Developing and Demonstrating Level on the Critical Thinking Rubric. Our goal is to increase by 4% annually. 2023-2024 was our baseline year.
Other Data:	

Overall Placement

Students Assessed/Total: 387/387



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Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		17%	15%	67%	0%	0%	52/52
Grade 1		5%	2%	85%	7%	0%	55/55
Grade 2		8%	8%	58%	26%	0%	73/73
Grade 3		4%	25%	51%	19%	1%	73/73
Grade 4		8%	22%	47%	19%	3%	59/59
Grade 5		9%	19%	52%	11%	9%	75/75

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Critical Thinking – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation				We need a K-5 science and social studies curriculum for classroom teachers for meaningful instruction.
Educator Evaluation				Currently, we are providing weighted walk throughs. For example, a struggling teacher will have additional Walkthroughs and support compared to an expert teacher. We need adequate paras and subs to ensure leadership is not pulled from supporting teacher growth to cover positions.
Professional Learning		Currently, our teachers are creating Learning Intentions and Success Criteria for math standards. Over the next several years, we will continue to create and edit our learning intentions and success criteria to ensure clarity in our instruction.		We need continued professional development support on our new math curriculum so teachers are working with fidelity. We will also need time to train staff with a new curriculum for science and time to explore the standards.
Professional Collaboration		Next steps would be to find time for vertical conversations between grade levels.		Math Professional Learning Communities meet twice a month. Teacher needs and assessment/assessment

				data drives Professional Learning Communities topics.
Tiered System of Support			Currently, we use a variety of assessments (including standardized assessments, classroom assessments, interims and summatives) to assess student needs and next steps. Assessment data guides our decisions for pre-teach and reteach lessons especially for Tier 2 and Tier 3 students.	
Family, Community and Business Partnerships				

Social-Emotional – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.
Social Emotional Behavior Offenses: Decrease number of offenses	*We will decrease S/E (Social-Emotional) office referrals by 2 % each year. During our Baseline year, 2021-2022, we saw 83 social-emotional behavior offenses. We were able to decrease that number by 15% by 2023-24. Our social worker and counselor created a google document for teachers to make referrals for students needing 1:1 visits, small group lessons, and lunch bunches for students that needed help with gaining s/e skills for success.
Chronically Absent: Decrease %	*We will decrease chronic absenteeism by 2 % each year. Our baseline Chronic Absenteeism is 17.77% during the 2021-2022 School year. Thankfully, we decreased that by 4.33% in 2023-2024.

Self-Directed Learning Rubric: Increase % at Demonstrating Level	Stewart currently has 76.4% of students at the Developing (Level 3) and Demonstrating Level (Level 4) on the Self-Directed Learning Rubric. Our goal is to increase by 4% annually. We are tracking our students to ensure each level one and level two student has resources in place to help them gain the missing skills needed to score at the Developing and Demonstrating Levels.
Other Data:	Our classroom teachers are completing a Support Needed Spreadsheet to ensure all students are given additional reinforcements to be successful. The spreadsheet is updated for Fall, Winter, and Spring. Teachers mark each student as needing low, medium or high support within the classroom. Students needing medium or high support are identified and our team is working together with the classroom teacher to ensure additional support is put in place to assist the teacher and students. The Support Needed Spreadsheet gives us a universal view of all Tier 2 (Medium supports needed) and Tier 3 (High Supports needed). The hope is for the numbers to decrease in Winter and Spring.

Social-Emotional – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation			SRSS and Fastbridge screeners were discontinued. We have created a universal tool to collect student behavioral data, as noted in the goal section above.	Our teachers with large classes are stretched thin when attempting to provide quality instruction to numerous students. Additionally, social emotional and behavioral needs are escalated when the student to teacher ratio is increased. Some of our rooms are crowded and loud due to the number of students in the class. In these larger rooms, we see students who are typically well-behaved digress.

Educator Evaluation				
Professional Learning				
Professional Collaboration		Currently, we have built in time for grade level Professional Learning Communities. Next steps would be to find time for vertical conversations between grade levels.		
Tiered System of Support				Currently our counselor meets bi-weekly to teach social emotional skills to every classroom. Social Worker and counselors provide lunch bunches, 1:1 work, and social groups for students with tier 2 and tier 3 needs.
Family, Community and Business Partnerships			Our grade cards include data to help parents know how their students are doing with Interpersonal Skills.	

State Outcomes – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable. (Not all areas are applicable to each building – only complete ones of relevance.)
Civic Engagement	Approximately half of our Reading Modules have a social studies theme/concept. Students are exposed to career opportunities through field trips and learning about community helpers. Soft skills, such as work ethic and grit, are taught during social-emotional learning.
Graduation	NA

Rate	
Postsecondary Effectiveness	At the elementary level, we are focused on cultivating foundational skills for long-term academic and career success. We emphasize critical thinking, problem-solving, collaboration, and a growth mindset.

State Outcomes – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation				Our district is in need of a guaranteed and viable social studies curriculum for K-5.
Educator Evaluation				
Professional Learning				Our teachers need training and time to learn a social studies curriculum and time to explore the standards.
Professional Collaboration				
Tiered System of Support				
Family, Community and Business Partnerships		Our Site Council is very invested in supporting our efforts at school. They are learning about our Visible Learning journey and have offered insight and suggestions for informing parents and the community.		

Rose Capacities:

Educational Capacities (pursuant to K.S.A 72-3218): How are you ensuring every child in your school is provided at least the following capacities?	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	This is a top priority our entire district is working toward. Writing instruction is provided to students in the English Language Arts block. Students K-5 are formally assessed on writing using a multi-standard rubric 8-9 times per year. Students in grades K-5 are formally assessed on a Speaking & Listening rubric at least twice per year.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Approximately half of our Reading Modules have a social studies theme/concept.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Approximately half of our Reading Modules have a social studies theme/concept.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Students have several opportunities in the school day to learn and practice social-emotional strategies including Social Emotional time at the start of every day, counselor classes bi-monthly, and lessons in the Second Step Curriculum.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	1st-5th grade students participate weekly in art class to learn and practice artistic skills. Additionally, teachers participate in the Art Infusion offers as well.
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.	Students are exposed to career opportunities through field trips and learning about community helpers. Soft skills, such as work ethic and grit, are taught during social-emotional learning.
7. Sufficient levels of academic or vocational skills to enable	Students are exposed to career opportunities through field trips and learning about community helpers. Soft

students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	skills, such as work ethic and grit, are taught during social-emotional learning.
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Building Barrier Statement:

What are the barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment?
1. Initiative Overload-While new initiatives can bring innovation and growth, an overload of them can overwhelm teachers, leading to burnout. When teachers are expected to juggle multiple changes simultaneously, it can reduce focus and increase stress. Sustainable progress requires a balanced approach, ensuring teachers have the capacity to effectively manage priorities without sacrificing their other duties. Last year, our staff was on board with Visible Learning and demonstrated buy-in for the clarity it would bring to the classroom. At the start of this year, teachers found themselves juggling multiple tasks with everything feeling urgent. Critical tasks including, changes in our reading structures, reading assessments no longer supported, and a math curriculum that was presented as a revision but turned out to feel like a new curriculum made it hard to prioritize Visible Learning. Moving forward, we would request that changes are carefully considered and discussed with principals, coaches and teachers before decisions are made. Once collective decisions are made, we would like to see district guidance throughout the implementation process to ensure a smooth transition and successful Tier One practices. We would also ask that once priorities are set other changes are delayed or reconsidered. 2. Para and substitute shortages have made a profound impact on the functioning of our building, particularly when individualized support is needed. Our teachers are struggling to meet the diverse learning needs of students due to the shortage of paras. The shortage of subs is also a concern. We are “creatively” covering classes several days a week by pulling others from their roles to fill in as substitutes. Our staff are stretched thin and diverted away from primary task. The shortages have added stress on both teachers and remaining support staff, affecting the overall learning environment. 3. Large Class Sizes in elementary schools can significantly hinder student learning and social development. When classrooms are overcrowded, teachers struggle to provide individualized attention, leaving some students behind academically. The increased noise and activity can also create a chaotic environment that makes it difficult for children to focus and engage. Additionally, with more personalities in the mix, conflicts between students are more likely to arise, starting peer relationships and requiring valuable instructional time to address. Mid-sized class sizes foster better academic outcomes and a more harmonious classroom atmosphere, ensuring every child has the opportunity to thrive. This year, we have 15 students who live outside of Stewart’s boundaries attending one of our three 5th Grade classrooms. That tips our class-size significantly (from 20-21 to 25-26 students per class).