

2025-2026 Heusner Elementary Needs Assessment for 2026-2027 Budget Considerations

Due Date: 12/19/2025

Board Presentation: 1/27/2026



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

Structures: Reinforce lead indicators and sustain fundamentals within the system: resource allocation; education evaluations; professional learning; professional collaboration; tiered system of supports; and family, community and business partnerships. **For each data review section include data that is important for your building. Highlights areas of success and growth as well as data that indicates areas of concern or need. You can use narrative statements and/or quantitative representations depending on data type.**

- **Current State:** identify data trends, highlight successes, and concerns. Include references to achievement gaps for subgroups where applicable.
- **Desired State:** include goals and/or actions to address aggregate and subgroups when applicable.

Communication Goals – Data Review:

	Current State:	Desired State:
KSA ELA	42% of Heusner third, fourth and fifth graders scored at a Level 3 or 4 on the KS ELA Assessment and 31% of students scored at a Level 1 in the 2024-25 school year. This is a baseline year for the KS ELA Assessment. There is a 17.41% learning gap between the Hispanic sub group and the White sub group for students reaching a Level 3 or 4 on the KS Reading assessment. There was also a learning gap noted between the African American and ELL sub groups. However, due to the small number of students in these two sub groups reliability is a factor when analyzing the data. There was only a 3.9% learning gap between Full Pay and Reduced Lunch sub populations. However, there was a 20.95% learning gap between Free and Full pay for students reaching a level 3 or 4 on the KS ELA Assessment. Comparing data from two consecutive years. In the 23-24 school year 38% of Heusner third, fourth, and fifth graders scored at a Level 3 or 4 on the KS ELA Assessments; rather than in 24-25 42% scored at Level 3 or 4. This is an increase of 4%.	Continue to increase the percentage of students scoring a Level 3 or 4 on the KS ELA Assessments by 4% each year for the next 10 years. Reduce the percentage of students scoring at Level 1 by at least 2% from 31% by the 2026-27 school year. Eliminate or reduce the 17.41% performance gap between Hispanic and White students reaching Level 3 or 4. Decrease the 3.9% gap between Full Pay and Reduced Lunch students. Reduce the 20.95% gap between Free and Full Pay lunch students. <i>*We only spoke to demographic groups with large enough numbers to disaggregate.</i> Decrease the percentage of students scoring a Level 1 on the KS ELA Assessments by 2% each year for the next 10 years.

	Comparing data from two consecutive years. In the 23-24 school year 31% of Heusner third, fourth, and fifth graders scored at a Level 1 on the KS ELA Assessments; in 24-25 where 31% scored at Level 1. There was no change between the two years.	
Complex Communication Rubric	Comparing data from two consecutive years 23-24 and 24-25, Heusner decreased 8% overall on the Complex Communication Rubric. Our 'developing' area increased between 2% and 7% on the two rubric responses, while the 'demonstrating' area decreased by 9% and 7% on the two rubric responses. Heusner is 10% below the district overall on the Complex Communication Rubric.	Increase Complex Communication by 10% overall. Dive deeper into vocabulary and give more examples of how to use words in daily language. Use higher level vocabulary regularly, utilizing the Language of Essentials for Reading and Spelling (LETRS) vocabulary chapter.
Other Data	53% of students met grade level expectations on the 24-25 Final iReady Reading Assessment. 47% of students met fluency end of year expectations for the 24-25 school year. Comparing data from two consecutive years. In the 23-24 school year 58% of all students met grade level expectations on iReady spring diagnostics; rather, in 24-25 only 53% met grade level	Increase the number of students reaching grade level expectations on the end of year iReady Reading Assessment demonstrating a mastery of comprehension skills. Increase the number of students reaching iReady Fluency Reading expectations each year with an emphasis on phrasing, pacing, smoothness and expression. Students are able to read a text at grade level and comprehend it.

	expectations. This is a 5% decrease in students performing at grade level than the previous year.	
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Critical Thinking Goals – Data Review:

	Current State:	Desired State:
KSA Math	36% of Heusner third, fourth and fifth graders scored at a Level 3 or 4 on the KS Math Assessment and 26% of students scored at a Level 1 in the 2024-25 school year. This is a baseline year for the KS Math Assessment. There is a 14.73% learning gap between the Hispanic sub group and the White sub group for students reaching a Level 3 or 4 on the 24-25 KS Math assessment. There was also a learning gap noted between the African American and ELL sub groups. However, due to the small number of students in these two sub groups reliability is a factor when analyzing the data. There was a 10.57% learning gap between Full Pay and Reduced Lunch sub populations on the 24-25 KS Math Assessment. There was a 16.13% learning gap between Free and Full pay for students reaching a level 3 or 4 on the KS Math Assessment. In looking at trend data over time, we noticed a decline in the number of students scoring 3s or 4s as evidenced by a cohort group of students scoring 52%	Raise the percentage of students scoring at Level 3 or 4 by 4% from the current 36% baseline by the 2026-27 school year. Reduce the percentage of students scoring at Level 1 by at least 4% from 26% by the 2026-27 school year. Eliminate or reduce the 14.73% performance gap between Hispanic and White students reaching Level 3 or 4. Decrease the 10.57% gap between Full Pay and Reduced Lunch students. Reduce the 16.13% gap between Free and Full Pay lunch students. <i>*We only spoke to demographic groups with large enough numbers to disaggregate.</i> Halt the downward trend in cohort performance by implementing targeted interventions for groups scoring 1s during their previous school year.

	in 22-23, 36% in 23-24 and 35% in the 24-25 school year.	
KSA Science	30% of Heusner third, fourth and fifth graders scored at a Level 3 or 4 on the KS Science Assessment and 39% of students scored at a Level 1 in the 2024-25 school year.	Although science state assessment scores were maintained from the 23-24 school year to the 24-25 school year, science is a focus area for our school and district. We want to see the percentage of Heusner fifth grade students scoring at Level 3 or 4 on the KS Science Assessment increase and the percent of students scoring at a level 1 decrease.
Critical Thinking Rubric	Heusner increased from 0% to 12.7% on the demonstrating level from the 23-24 to 24-25 school year on the critical thinking rubric.	Heusner teachers will utilize the same science curriculum resources across the building. Increase from 12% to 30% at the demonstrating level on the critical thinking rubric.
Other Data	54% of students met grade level expectations on the 24-25 spring math IReady Assessment. From the 2023-2024 school year to the 2024-2025 school year, kindergarten increased the number of students scoring at grade level on iReady math by 8%. From the 2023-2024 school year to the 2024-2025 school year, 4th grade increased the number of students scoring at grade level on iReady math by 9% and decreased the students partially meeting expectations by 11%	Raise the percentage of students meeting grade-level expectations from 54% to at least 70% within the next 2–3 years on the IReady end of year Math Assessment. Continue and expand the positive trend in kindergarten and 4th grades, aiming for at least a 10% increase year-over-year in students meeting grade level on iReady math.

		Further reduce the percentage of students partially meeting expectations by at least an additional 10% in the next school year on the IReady Math Assessment. Ensure gains are equitably distributed across all grades and student groups, aiming for consistent improvement across the board. Use iReady data to target instructional interventions and personalized learning, promoting continued progress in math proficiency at every grade level.
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Behavior and Social-Emotional – Data Review:

	Current State:	Desired State:
Social Emotional Behavior Offenses	Office referral data increased by 25 from the previous year. However, Heusner saw a decrease in responder calls from 6.8 calls per day in August to 1 call per day in May. Executive skill data given in the Fall and Spring shows Response Inhibition and Emotional Control as our 2 highest areas of student need. This is our first year with Character Strong. Our expectation is that teachers use Character Strong at least 3 times a week teaching the core curriculum to all students. This is our first year that we also are using TIER II curriculum provided by Character Strong.	Our desired state is a school environment where students are increasingly able to regulate their emotions, make positive choices, and remain engaged in learning. We want to see a decrease in the office referrals and responder calls. We want to increase proactive strategies, consistent expectations, and strong relationships to support students in managing challenges within the classroom setting. Teachers and staff utilize common language, co-regulation techniques, and preventive practices grounded in social-emotional learning. Classrooms are calm, structured, and responsive, providing students with the tools and strategies they need to self-regulate and return to learning quickly after dysregulation.

		We want to implement a TIERed support system for all students on the behavior side where there are clear decision rules, research based curriculum and strategies utilized. This is our first year with Character Strong. Our expectation is that classroom teachers use Character Strong at least 3 times a week teaching the core curriculum to all students.
Chronically Absent	Heusner's absenteeism rate for the 24-25 school year was 12.98%. That is a 3.48% decline in the absenteeism rate from the previous school year and a 13.05% decline from over the last 4 years.	Our desired state is that student absenteeism continues to decline as a result of intentional, data-driven strategies and a strong culture of belonging. Students are motivated to attend school regularly because they feel connected, supported, and engaged in meaningful learning experiences. Families understand the importance of consistent attendance and partner with the school to ensure students are present and ready to learn each day.
Self-Directed Learning Rubric	From 23-24, Heusner saw a 9% decrease in growth mindset and autonomy portions of the Self Directed Learning Rubric. Overall, Heusner decreased 6% from 23-24 to 24-25 school year on the Self Directed Learning Rubric. Heusner's data from the Self Directed Learning Rubric is 4% lower than the district.	Heusner students will show a 10% increase in the 4 areas on the Self Directed Learning Rubric. - Specifically, we want to increase Growth Mindset (which relates to our building learning disposition of Embracing Challenges) and Autonomy. - Many of the areas in the Self Directed Learning Rubric tie to our learning dispositions. Embracing challenges relates to productive struggle. Students providing feedback to each other relates to our Visible Learning Disposition

		of Communication and our Visible Learning Training on Student Discourse.
Other Data	Heusner saw a decrease in responder calls from 6.8 calls per day in August to 1 call per day in May. Executive skill data given in the Fall and Spring shows Response Inhibition and Emotional Control as our 2 highest areas of student need. 65% of students are scoring at low risk on the SRSS (Student Risk Screening Scale) for Externalizing Behavior and 58% of students are scoring at low risk for Internalizing Behavior.	We would desire that at least 80% of our students are scoring at low risk.

State Outcomes – Data Review:

	Current State:	Desired State:
Civic Engagement/IPS	Heusner has a Social Studies/Civil Engagement time biweekly for 25 minutes where these concepts are taught. We also subscribe to Studies Weekly that has a social studies focus. Further, Heusner students have Civics/Career Exploration opportunities as part of the HMH Whole Group reading. At Heusner each grade level selects a service learning project. This is a project that is tied to the curriculum and is focused around teaching KS standards and at the same time helping students to experience being of service and how that can positively impact our community.	Heusner Elementary will cultivate active, informed citizens by enhancing biweekly Social Studies/Civic instruction. Currently, teachers use resources like Studies Weekly and HMH (Houghton Mifflin Harcourt) for whole group reading instruction, and expanding curriculum connected service learning projects at each grade level. Our goal is for 100% of students to regularly engage in activities that develop civic knowledge, promote career exploration, and foster a lifelong commitment to positively impacting their community.

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Use the chart below to record needs and/or actions for each area that will support your school improvement work and impact student performance. The needs assessment for each school will be reviewed by the Board of Education as part of the annual budget decision process.

KESA Fundamental & SI Structures	Need Areas			
	Academics	Behavior		SEL
Standards Alignment (KESA Focus Fundamental)	Our third, fourth, and fifth grade teams are beginning the process of administering KSDE Mini Tests, which are aligned with the rigor and depth of the state standards. These mini assessments will provide valuable data on how well students are mastering grade-level expectations and applying their learning in new contexts. Teachers will use the results from the KSDE Mini Tests to compare and align performance with the EUREKA Math end-of-module assessments, identifying	Students need to be taught how to self-regulate themselves and to be aware of when they are feeling escalated. Have strategies in place to keep them in balance, even when a circumstance or situation arises where they feel regulated. Time to share our new Tier 2 Character Strong Mentorship Program with teachers and how they can support it in the classroom with the students that are receiving those services.		Staff need time to plan our new social emotional learning program-Character Strong since it is new to them. We need time, once the Tier II groups are in place, to assess whether or not these groups are making an impact on student behavior. We also need a measuring tool to determine the change that has occurred in student behavior. We need to provide more connected opportunities for students to practice and

	gaps between classroom instruction and state-level rigor. This comparison will help teachers determine if students are receiving the level of cognitive demand and problem-solving opportunities required by the standards. There is a need for math progress monitoring as well as guidelines on how to proceed when students are not making progress on this math progress monitoring tool. There is a need for extension opportunities for students that are performing above grade level. Oftentimes these are challenging to incorporate due to other instructional needs that happen each day.			learn the identified Heusner Learning Dispositions: Embracing Challenges, Being a Communicator, Being Curious, Demonstrating Self Control. This should be done through content areas as well as in social situations with adults and peers.
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Professional Learning	Visible Learning Continued Professional Development: There is a clear need to continue and deepen our implementation of Visible Learning practices to further enhance student achievement and engagement. We see the need for more focused, evidence-based instructional strategies. We are focusing on student discussion and higher level questioning. Continuing Visible Learning will empower teachers with the tools to make learning visible, set clear success criteria, and use timely feedback to accelerate student growth and close achievement gaps. We began focusing on classroom discussion with training in August and October. We will	Multi-Tiered Systems of Support (MTSS) for Professional Learning: At this time, our school could benefit from continued professional learning to build a shared understanding of the MTSS (Multi Tiered Systems of Support) framework and how to apply it effectively across all tiers (Tier I, II and III) - especially in the areas of Social Emotional Learning and Behavior support. Training should include data-based decision making, progress monitoring, evidence-based interventions, and collaboration across teams. Professional learning will also need to focus on how to integrate academic and behavioral supports to ensure a cohesive, whole-child approach. By engaging in targeted professional development aligned with the University of Kansas MTSS framework, our goal is to strengthen staff capacity to use data systematically, deliver consistent interventions, and improve outcomes for all students. This learning will create a foundation for sustainable implementation of MTSS, ensuring that every student receives the right level of support to be successful both academically and behaviorally.
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	continue in the areas of classroom discourse and higher level questions as high yield strategies that will have the most impact on student achievement. MTSS Need for Professional Learning: At this time, our school is in need of professional learning to build a shared understanding of the MTSS framework across academics, behavior and social emotional and how to apply it effectively across all tiers. Professional learning will also need to focus on how to integrate academic and behavioral supports to ensure a cohesive, whole-child approach. By engaging in targeted professional development aligned	
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	with KU's MTSS framework, our goal is to strengthen staff capacity to use data systematically, deliver consistent interventions, and improve outcomes for all students. This learning will create a foundation for sustainable implementation of MTSS, ensuring that every student receives the right level of support to be successful both academically and behaviorally.	
Professional Collaboration	As our school continues to implement new instructional initiatives and curricula, the need for dedicated professional collaboration time during the school day remains essential. Currently, grade level teachers meet every other week for reading and math professional learning communities (PLCs). This year, teachers are navigating the implementation of a new science curriculum and a social-emotional learning (SEL) curriculum, both of which require intentional planning to integrate effectively into existing instruction. In addition, teachers are designing tiered instructional groups in math and reading to meet the diverse academic needs of students, ensuring that instruction is differentiated and data-driven.	

	Our professional learning focus on increasing student discussion and higher-level questioning also demands thoughtful collaboration, as teachers work together to plan rigorous lessons, develop quality questioning strategies, and analyze student responses to inform instruction. Our desired state is to provide more structured time within the school day for reading, math, and SEL collaboration. This might occur through early release time or the hiring of additional substitutes to cover grade level teams for additional planning time, which allows teachers to engage in meaningful professional dialogue, share effective practices, and align instruction across grade levels. This investment in teacher collaboration directly supports improved instructional quality and student learning outcomes across all content areas.			
Tiered System of Support <i>In a Multi-Tiered System of Supports (MTSS), schools organize academic, behavioral, and social-emotional supports into three tiers:</i> <i>Tier 1 – Universal Support</i> • <i>Provided to all students.</i> • <i>High-quality, research-based instruction and classroom practices.</i> • <i>Universal screenings and ongoing progress monitoring.</i> • <i>Typically supports about 80–90% of students successfully.</i>	We currently lack adequate intervention staff both in title and special education to serve all students performing below grade level. As a result, we have some students identified as needing additional academic support that are not able to access the Walk to Intervention Team Supports and/or group sizes are larger than recommended. We know that larger group size can slow their progress. This is especially critical for students in Tier II and Tier III, who require more intensive and frequent instruction to address foundational skill deficits.	Our school is in the refining stages of implementing a tiered system of support for behavior. Through the use of executive skills data and SRSS (Student Risk Screening Scale) data, we have identified students who would benefit from additional social-emotional and behavioral support beyond Tier 1. This data-driven process has helped us better understand the varying levels of student need and provided a foundation for developing targeted interventions. To address these needs, our Social Emotional Teachers are implementing Character Strong Tiered		Teachers noted the importance of having time for discussions focused on an understanding of the TIER II component provided within Character Strong. Training on the University of Kansas MTSS Model (Comprehensive, Integrated, Three-Tiered (Ci3T)) process for Tiered Support will help us create decision rules and progress monitoring systems to ensure student success.

<i>Tier 2 – Targeted Support</i> • <i>Supplemental interventions for students who need more support than Tier 1 alone.</i> • <i>Often delivered in small groups.</i> • <i>Focuses on specific skill gaps or behaviors.</i> • <i>Typically supports about 10–15% of students.</i>	We want to continue to strengthen Tier 1 through LETRS (Language Essentials for Teachers of Reading and Spelling) training and stronger whole group instruction; to have fewer kids in need of Tier 2 intervention. We could use an additional resource: Read Naturally as a tool to bolster reading fluency for Tier I.	Support as the curriculum framework. This program is designed to strengthen students’ social-emotional competencies, executive functioning skills, and overall self-regulation. While Tier 1 universal supports are in place, there is a need to deepen and refine Tier 2 and Tier 3 systems to ensure consistency, progress monitoring, and effective communication among staff. Continued professional learning and collaboration will be essential as we work to create a comprehensive, multi-tiered system of behavioral support that promotes emotional well-being, positive relationships, and readiness to learn for all students. We would like to create a sensory regulation room that is manned by a support staff person so that all students can come and go to meet their		
<i>Tier 3 – Intensive Support</i> • <i>Highly individualized interventions for students with significant or persistent needs.</i> • <i>May involve one-on-one instruction, specialized programs, or outside services.</i> • <i>Typically supports about 1–5% of students.</i>	Our Walk to Intervention Team is progress monitoring students that they serve in reading. They are finding they need additional time to monitor progress on a regular basis. During Math Walk to Intervention our next steps include adding progress monitoring: Math Fluency; number identification, comparison. We need additional research based resources for reteaching in math.	Our Walk to Intervention Team is progress monitoring students that they serve in reading. They are finding they need additional time to monitor progress on a regular basis. During Math Walk to Intervention our next steps include adding progress monitoring: Math Fluency; number identification, comparison. We need additional research based resources for reteaching in math.		

		proprioceptive and introspective needs.		
Family, Community and Business Partnerships	Heusner Elementary benefits from a solid foundation of family engagement and community support that plays a vital role in student success. Families are active, responsive, and invested in their children's learning and school experience. This year, 18 parents served on the Parent Advisory Team, collaborating with staff to identify focus areas and guide continuous school improvement efforts. Parent feedback consistently highlights a strong sense of community, open communication, and a student-centered approach as hallmarks of Heusner Elementary. Families describe the school as a welcoming and nurturing environment where both students and parents feel valued, supported, and connected. In addition to family engagement, community and business partnerships strengthen our ability to provide meaningful learning experiences and support for students. Our ongoing partnerships with Sunrise Presbyterian Church and the Kansas Wesleyan University (KWU) Women's Basketball Team provide resources and encouragement that positively impact our students and school culture. While Heusner's family and community partnerships are strong, there is an ongoing need to deepen and expand connections with local businesses and organizations to enhance opportunities for students and families. Building additional partnerships can provide access to new resources, mentorship programs, and real-world learning experiences.			
Resource Allocation	Our school is currently experiencing a significant shortage of substitute teachers. This shortage has created a ripple effect throughout the building, affecting instructional quality, staff morale, and professional growth opportunities.	An additional behavior support person to respond to calls and help co-regulate with students. Time for staff to create visual supports and other modified support plans for students with lagging skills.		

	Our school is experiencing a shortage of special education staff, which impacts our ability to fully meet the individualized needs of students receiving special education services. We have consistently had paraeducator positions remain unfilled, creating challenges in maintaining consistent support for students who require additional assistance throughout the day. When these positions are vacant, staff members make adjustments to provide coverage and ensure students' needs are met as best as possible. However, these adjustments come at a cost to instructional time, staff workload, and overall program consistency. The	Time with our social emotional support person to design supports, review curriculum for Tier I and II as well as problem solve lagging skills for students.		
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	shortage places additional strain on both special education and general education staff, limiting our capacity to provide the level of individualized and proactive support students need to thrive academically, behaviorally, and socially. Addressing this ongoing staffing need is critical to ensuring compliance with students' Individual Educational Plans (IEPs), maintaining equitable access to learning opportunities, and sustaining a supportive environment for all learners.			
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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?	
Sufficient oral and written communication	Current state:

skills to enable students to function in complex and rapidly changing civilization.	We are building student’s oral and written communication skills from the time they enter as Kindergarteners. Students are immersed in literacy instruction aligned with the Science of Reading principles. Heusner teachers use the HMH (Houghton Mifflin Harcourt) resource as part of whole group and small group instruction. Students have a variety of opportunities to talk about their learning and to develop their skills as writers. Currently, our students are lagging behind the state average in writing proficiency, with only 58% of our students meeting or exceeding the state benchmark. This performance gap highlights the need for targeted interventions and strategies to enhance writing skills across grade levels. Desired state: To address this need, staff requires continued, focused professional development, particularly in the area of writing. Teachers must be equipped with the knowledge and skills to implement evidence-based strategies that support the development of writing across disciplines. One critical resource that should be more effectively utilized is the HMH (Houghton Mifflin Harcourt) writing program. Teachers must engage more actively with this resource, ensuring its integration into daily instruction and leveraging its tools to support student growth. Additionally, it is essential that we provide more time for students to engage in writing activities from Kindergarten through 5th grade. Writing should not be confined to language arts but embedded across subjects to allow students to practice and refine their skills. Teachers should also offer more direct instruction focused on writing strategies, from sentence structure to organization and argumentation, to ensure that students are developing the foundational skills needed for effective communication. Addressing the gap in writing proficiency will require a multifaceted approach: sustained professional development, increased use of the HMH resource, expanded writing opportunities across grade levels, and more targeted, direct writing instruction in classrooms. By prioritizing these strategies, we can better equip students with the skills necessary to succeed in both academic and real-world settings.
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Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Current state: Heusner teachers noted that we needed to add social studies and science minutes to the school schedule. Each teacher has a 30 minute block of social studies and science time which occurs daily. This year the district purchased a new science curriculum to support instruction in the classroom. Another new resource that was added was Social Studies weekly which will support social studies instruction. Desired state: In today's interconnected world, it is essential that students possess sufficient knowledge of economic, social, and political systems to make informed decisions as active and engaged citizens. An understanding of these systems allows students to critically analyze current events, recognize the interconnectedness of global and local issues, and contribute meaningfully to society. We are working towards this as we have instructional blocks of time for social studies. This year we received a resource: Studies Weekly. . Teachers are working to address this gap through current event discussions - analyzing news stories, Project Based Learning opportunities that engage students in real-world issues, Guest Speakers and Community Engagement.
Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Current state: Heusner teachers noted that we needed to add social studies and science minutes to the school schedule. Each teacher has a 30 minute block of social studies and science time which occurs daily. This year the district purchased a new science curriculum to support instruction in the classroom. Another new resource that was added was Social Studies weekly which will support social studies instruction. Desired state: In today's interconnected world, it is essential that students possess sufficient knowledge of economic, social, and political systems to make informed decisions as active and engaged

	citizens. An understanding of these systems allows students to critically analyze current events, recognize the interconnectedness of global and local issues, and contribute meaningfully to society. We are working towards this as we have instructional blocks of time for social studies. This year we received a resource: Studies Weekly. Teachers are working to address this gap through current event discussions - analyzing news stories, Project Based Learning opportunities that engage students in real-world issues, Guest Speakers and Community Engagement.
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Current state: Heusner teachers have undergone professional development over the past several years, equipping them with a range of tools and strategies to support students' mental wellness and social-emotional learning. These staff development sessions include two years of training in Conscious Discipline, two years focused on Executive Skills, as well as training in the Zones of Regulation and Responsive Classroom's Morning Meetings. Morning Meetings, which occur in every classroom each day, serve as a cornerstone of our approach, providing daily opportunities for teachers to check in with students and teach critical, lagging executive skills. This consistent routine supports building strong student-teacher relationships and fosters a nurturing environment conducive to emotional and academic growth. In response to the evolving needs of our students and to strengthen our Tier I core, we have introduced the Character Strong curriculum this year. This addition reflects our commitment to further develop our students' social and emotional capacities while ensuring that mental wellness continues to be integrated into our school culture. While these initiatives have had a positive impact, there is an ongoing need for more structured support and resources in order to effectively implement and sustain these practices school-wide. Additional professional development opportunities, refined implementation strategies, and systems for monitoring the long-term impact on student outcomes are necessary to ensure the continued success and enhancement of our mental wellness

	programs. This will better equip Heusner teachers to meet the diverse emotional and social needs of all students and create a more robust, cohesive learning environment. Desired state: We need to be able to have students take non-academic surveys that could be utilized to target interventions and resources, to work with students that have lagging social-emotional wellness.
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Current state: Teachers have access to Arts Infusion and some choose to bring in artists. Students participate in art and music each week. The Salina Community has many opportunities for students to participate in the arts: Stiefel/Community Theater/Creede Presentations. Desired state: Teachers would like continued opportunities for the arts in each classroom.
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.	Current state: Currently, we do not have curriculum, programs, or services that engage students in a process that leads students to a postsecondary plan at the elementary. There is no set curriculum that all students have access to. Desired state: Teachers note that we need to find ways to discuss more vocational opportunities at the elementary level. We need to give students the opportunity to explore various jobs. We could have students develop future stories.
Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in	Current state: We do not have curriculum, programs, or services that engage students in a process that leads students to a postsecondary plan. Desired state: No desired state at this time.

academics or in the job market.	
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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?
Response: Needs Assessment Statement – Heusner Elementary At Heusner Elementary, we embrace the unique opportunities and challenges of being a Title I building, with 64.1% of our students qualifying for free and reduced lunch. This demographic shows the importance of providing high-quality, evidence-based instruction and robust social-emotional support to meet the diverse needs of our learners. Academic Needs Our primary academic goal is for all students to read and comprehend grade-level text by the end of third grade. On the 2024 Kansas English Language Arts (ELA) Assessment, 42% of Heusner students scored at levels 3 or 4. To build on this progress, we are actively working to ensure all teachers receive training in LETRS (Science of Reading). We recognize that for students to achieve not just annual growth but also <i>catch-up growth</i>, teachers must be well-equipped with strong pedagogical knowledge and tools. We also have put in place an MTSS System of Supports to provide explicit instruction on skill area deficits that are delaying their acquisition of reading and comprehension of complex text. In addition to reading proficiency, students must develop stamina and perseverance when engaging with longer texts and multistep math problems. Behavioral and Social-Emotional Needs Many students enter school with underdeveloped executive functioning skills that hinder their ability to focus, regulate emotions, and complete tasks independently. In order for students to fully access academic instruction, they must be emotionally regulated and in their executive state. We are seeing an increase in student behaviors that include apathy, refusal,

aggression, defiance, test anxiety, and chronic absenteeism. These challenges highlight the urgent need for a comprehensive, school-wide behavioral intervention model.

We are currently seeking to implement a Tiered approach to academics, behavior and social emotional learning:

1. Academic Intervention Expansion:

Continue and expand the Heusner MTSS (Multi Tiered Systems of Support) model. Currently, 2 full time and 1 part time certified teachers provide targeted math and reading instruction. Adding an additional full and part time certified interventionist would allow us to serve all at-risk students with explicit, small-group instruction tailored to their needs.

2. Executive Functioning and Behavioral Support:

Introduce systematic behavioral interventions for students with lagging executive skills through our specialized staff members. This year we had to reduce 1 technical support staff position. We would like to replace this position in order to ensure that we are supporting students K-5 with social emotional needs through tiered intervention groups. These staff members facilitate social skills groups focusing on key executive functions such as response inhibition, emotional control, sustained attention, and flexibility. These interventions would also be embedded into our Walk to Intervention model, integrating lessons on the brain, emotions, conflict resolution, and resilience.

Staffing and Structural Needs

To effectively address both academic and behavioral challenges:

- **Class Size:** We must continue to prioritize small class sizes, particularly in Kindergarten and other grade levels with high social-emotional needs. This year we lost one certified teacher. This structure would enable teachers to provide the individualized attention our students require.
- **Social-Emotional Support Staffing:** We seek to replace the one classified position that we had to reduce and maintain our other social-emotional support staffing, which includes a full-time social worker, counselor, and one social-emotional support team member. These individuals play a vital role in co-regulating with students and ensuring classrooms remain conducive to learning.

- **At Risk / Title Teacher:** We seek to add a full time and part time teacher to our current at risk/title teacher. The addition of a dedicated Title/At-Risk Teacher to support MTSS in both math and reading is a necessary step in ensuring that we can provide targeted, small-group interventions to students who are most in need. This teacher would serve as a crucial resource to deliver Tier 2 and Tier 3 interventions aligned with individual student needs, supporting our goal of accelerated academic growth. Our current staffing model is stretched, and while our teachers are working hard to provide interventions, the student-to-teacher ratio in small-group sessions is not ideal. Adding a Title/At-Risk Teacher would allow us to:
 1. **Expand Capacity for Intervention:** With designated teachers for MTSS, we could ensure that all students at risk of academic failure receive regular, targeted interventions in both reading and math, in alignment with their individual learning plans.
 2. **Provide Targeted, Data-Driven Interventions:** The Title/At-Risk Teachers would work closely with the school's MTSS team to regularly assess student progress and adjust interventions based on data. This ensures that our interventions are timely and responsive to the changing needs of students, fostering both academic and social-emotional growth.

Professional Development Needs

Ongoing professional learning for staff is essential. We aim to continue training in:

- Continued LETRS (Language Essentials for Teachers of Reading and Spelling) Training (Science of Reading) for all teachers.
- Professional Development in University of Kansas MTSS Framework for Tiered Support System across Academic, Behavior and Social Emotional Learning.
- As our school continues to implement new instructional initiatives and curricula to meet the needs of the students that walk through our doors, the need for dedicated professional collaboration time during the school day remains essential. This year, teachers are navigating the implementation of a new science curriculum and a social-emotional learning (SEL) curriculum, both of which require intentional planning to integrate effectively into existing instruction. In addition, teachers are designing tiered instructional groups in math and reading to meet the diverse academic needs of students, ensuring that instruction is differentiated and data-driven. There is a need for providing job embedded staff development during the school day for teachers. We would suggest looking at early release days for elementary teachers.

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