

2025-2026 Stewart 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.

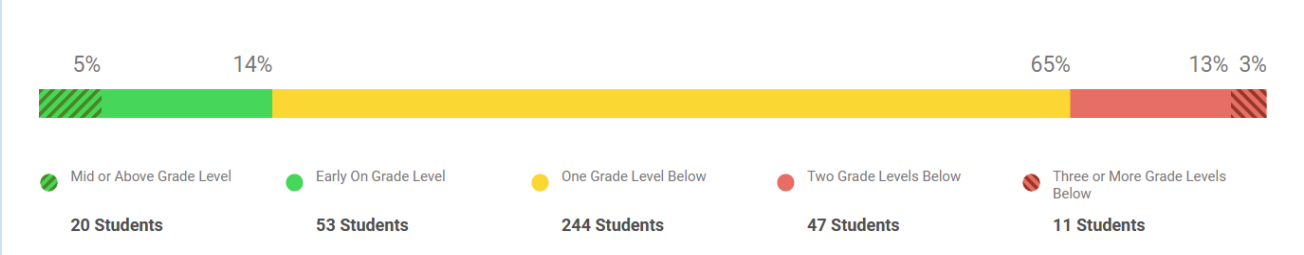
For each data review section include data that is important for your building. Highlights areas of success and growth as well as data that indicates areas of concern or need. You can use narrative statements and/or quantitative representations depending on data type.

- **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	Currently, we have a 1.54% decrease in the number of students performing at a Level 1 on the KS English Language Arts Assessment from 2024 to 2025. Currently, we have a 9.21% increase in the number of students performing at a Level 3 or 4 on the KS English Language Arts Assessment from 2024 to 2025.	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. 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	Stewart currently has 66.75% 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 baseline year.																		
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Critical Thinking Goals – Data Review:

	Current State:	Desired State:																		
KSA Math	Currently, we have a 5.51% decrease in the number of students performing at a Level 1 on the KS Math Assessment from 2024 to 2025. Currently, we have a 2.8% increase in the number of students performing at a Level 4 on the KS Math Assessment from 2024 to 2025.	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. Our Goal: Students will have the critical thinking skills to achieve postsecondary success, as measured by a 5% increase in Level 4 performance on the Kansas Math Assessment by 2027.																		
KSA Science	In the spring of 2025, 44.14% of Stewart 5th graders are performing at a Level 3 or 4 on the KS Science Assessment.	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	Stewart currently has 75.6% 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.																		
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Behavior and Social-Emotional – Data Review:

	Current State:	Desired State:
Social Emotional Behavior 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 social emotion skills for success.	Our students will consistently demonstrate respectful, responsible, and safe behavior in all settings. They understand and follow school expectations, showing kindness, empathy, and self-control. A positive school culture is evident where students take ownership of their actions, resolve conflicts constructively, and contribute to an inclusive, supportive community. Staff will model and reinforce positive behaviors, creating an environment where every child feels valued, connected, and ready to learn.
Chronically Absent	*We will decrease chronic absenteeism by 2% each year. Our baseline Chronic Absenteeism is 17.77% during the 2021-2022 school year. We decreased that by 9.31% in 2024-25.	Our students will attend school regularly and be actively engaged in learning. Chronic absenteeism is significantly reduced through strong partnerships among families, staff, and the community. A positive school climate encourages students to feel safe, supported, and motivated to come to school every day. Early identification and intervention systems are in place to address barriers to attendance, ensuring all students have equitable access to consistent, high-quality instruction and opportunities for success.
Self-Directed Learning Rubric	Stewart currently has 71.4% 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.	We aim to move from the current 71% of students at the “developing” or “demonstrating” level to at least 80% of students consistently demonstrating strong social-emotional skills, including self-regulation, empathy, collaboration, and responsible decision-making. This will be achieved through targeted SEL instruction, integration of SEL practices across all classrooms, and consistent modeling and reinforcement of positive behaviors and emotional skills. A partnership with local mental health would be a beneficial support to meet this goal.

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 Supports Needed Spreadsheet will be used to identify students with lagging skills, address barriers and target needs. Data will be collected three times during the year to update data and refine our response. The desire is for the numbers to decrease in Winter and Spring.
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State Outcomes – Data Review:

	Current State:	Desired State:
Civic Engagement/IPS	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.	We will ensure that every grade level has multiple opportunities to participate in Civic Engagement activities. These opportunities will include teaching of soft skills such as grit and work ethic. Teachers will use Character Strong to support students becoming good citizens.
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.	Our desired state is for all students to demonstrate strong foundational skills that prepare them for future academic and career success. They will engage in learning that fosters critical thinking, problem-solving, and collaboration, while consistently exhibiting a growth mindset. Teachers will intentionally design instruction that nurtures curiosity, resilience, and the ability to apply knowledge in meaningful ways, ensuring every child builds confidence as an independent and motivated learner.

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)	All teachers are participating in the Visible Learning three-year training. Currently, our teachers are editing the Learning Intentions and Success Criteria for reading and math standards to ensure clarity in our instruction. Additionally, we are utilizing the State's Mini Assessments to provide data on where we are in meeting the standards for reading, math and science.	We use PBIS to focus on clear, consistent expectations across settings.	We use our PRIDE acronym for teaching appropriate behaviors to our students. Additionally, we have developed student dispositions to ensure that social-emotional instruction is purposeful, aligned, and responsive to the needs of all learners. Educators can more effectively target instruction that builds skills for positive interactions and emotional regulation. Our teachers are better equipped to design lessons that reflect students' strengths, address areas of growth, and create consistent expectations across classrooms.
Professional Learning	All teachers are participating in the Visible Learning three-year training. Our 2025-26 focus for VL is student discussion and higher order thinking.	We currently have a team of teachers who are learning to utilize Dr. Ross Greene's Collaborative and Proactive Solutions (CPS) to support behaviors.	Teachers participated in an initial training for our new program, Character Strong. The alignment between our student dispositions and Character Strong support a cohesive schoolwide SEL framework that fosters healthy relationships, a positive learning environment, and the development of the whole child.

Professional Collaboration	Reading Professional Learning Communities meet twice a month. Teacher needs and assessment/assessment data drive Professional Learning Communities topics. Math PLCs meet less frequently due to a shared math coach situation.	We also have a Ci3T Leadership Team to oversee all tiered supports including academics, social emotional and behavior.	Our Social-Emotional Leadership Team meets weekly to collaboratively plan, monitor, and refine supports for students across the elementary school. These meetings provide a structured space for team members to review data, identify emerging social-emotional needs, share best practices, and coordinate interventions and resources. By meeting consistently, the team ensures a proactive, schoolwide approach to promoting positive behavior, emotional regulation, and social skills, while aligning initiatives with our overall SEL framework and supporting staff in implementing effective strategies.
Tiered System of Support	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 also have a Ci3T Leadership Team to oversee all tiered supports including academics, social emotional and behavior.	Social Worker and counselors provide lunch bunches, 1:1 work, and social groups for students with tier 2 and tier 3 needs.	Currently our counselor meets bi-monthly to teach social emotional skills to every classroom. Teachers have the Character Strong platform to help support character development specially catered to the classroom needs. Character Strong lessons and materials are utilized twice a week during Social Emotional Time first thing in the morning.
Family, Community and Business Partnerships	When meeting with families, the iReady Reading Diagnostic gives us a student reading level three times per year. Progress monitoring	Our grade cards include data to help parents know how their students are doing with Interpersonal Skills.	

	using the phonics continuum and one-minute fluency reads help families gain an understanding of where their student is academically in between benchmark testing.		
Resource Allocation	Our district is funding iReady to ensure we have instructional screeners and diagnostic tools. On another note, we currently have a .333 Math Coach to help facilitate math instruction. Ideally, we would have a 1.0 Math Coach to ensure math instruction and delivery are optimized equally to our reading support. On another front, we currently have one ESL Teacher who is stretched thin with our growing ESL population. Our state assessment data shows our ESL students are performing significantly lower than the general population. An additional .5 to 1.0 ESL Teacher is needed to ensure we even the playing field for our ESL population.		Currently, we have Character Strong resources to support social emotional learning in homeroom classes.

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.	Students must possess sufficient oral and written communication skills to participate effectively in academic, social, and professional environments. 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 times per year. Students in grades K-5 are formally assessed on a Speaking & Listening rubric at least twice per year. Additionally, there is a growing need for targeted support in developing English language proficiency, particularly for students who speak English as a second language. Strengthening communication skills is essential to ensure that all learners can access opportunities, express their ideas confidently, and succeed in a world that demands clear, adaptable, and culturally responsive communication.
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. Furthermore, we have added a Social Studies and Science Block into our classroom schedule to ensure students have access and time to develop this knowledge. As our society becomes increasingly complex and rapidly changing, instructing elementary students in social and political systems needs to focus on building foundational understanding through age-appropriate, culturally responsive, and language-supportive instruction. Empowering students to engage confidently and respectfully within their school, neighborhood, and broader society is the ultimate goal.
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. Students need to create meaningful connections to their own experiences and backgrounds while ensuring that content remains neutral, inclusive, and developmentally appropriate.
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	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.

appreciate his or her cultural and historical heritage.	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	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 to compete favorably with their counterparts in surrounding states, in academics or in the job market.	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.

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. Chronic Absenteeism-Chronic absenteeism is a significant barrier to education because it disrupts students' learning, limits their ability to build foundational skills, and weakens their connection to school. When students miss too many days, they fall behind academically, socially, and emotionally, making it harder to stay engaged and succeed long-term. Consistent attendance is essential for developing strong learning habits, relationships, and a sense of belonging—all critical factors in achieving academic growth and future success. 2. Growing ESL Population-Our growing population of English Language Learners presents a barrier that must be intentionally addressed to ensure equitable access to high-quality instruction. As more students enter school needing language development support, the demand for individualized attention and differentiated instruction increases. To meet these needs effectively, additional certified ESL teachers and paraprofessionals are essential. Expanding staff capacity will allow us to provide targeted interventions, build language proficiency, and ensure all students can fully engage with academic content and achieve success. We need an additional ESL Certified Teacher (even .5 would help) to ensure our ESL students have equitable opportunities to achieve Levels 3 & 4 on the state assessments.

3. **Mental Health Partnership with CKMH**-There is a growing need for a stronger mental-health partnership between our elementary school and community service providers. Increasing numbers of students are presenting with anxiety, trauma-related behaviors, emotional dysregulation, and social-emotional challenges that impact their academic engagement and overall well-being. While our school staff works diligently to support students, the level of need often exceeds the resources and expertise available within the building. Establishing a formal partnership with community mental-health services would provide consistent, on-site access to counseling, crisis support, and preventive interventions. This collaboration would allow for earlier identification of student needs, more comprehensive support plans, and stronger family engagement. Strengthening mental-health services within the school environment is essential to promoting student safety, emotional stability, and long-term academic success.
4. **More Math PLC with Math Coach**-There is an identified need for additional math PLC time with a dedicated instructional coach to strengthen teachers' capacity in facilitating higher-order thinking, productive student discourse, and consistent standards alignment. Current PLC structures provide limited time for deep analysis of student work, collaborative planning, and intentional refinement of instructional practices due to the shared nature of our Math Coach. As a result, opportunities to build rigorous problem-solving experiences and rich mathematical conversations are not being fully maximized. Increasing PLC time—supported by a math coach—would allow teams to engage in focused lesson study, examine misconceptions, align tasks and assessments to grade-level standards, and practice strategies that promote deeper reasoning and discourse. This expanded collaboration is essential for raising instructional quality and ensuring all students experience mathematically rich, standards-based learning.