

2025-2026 Sunset 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	24-25 Data ● All Grades-32.0% 3s and 4s, 34.8% 1s ● Third Grade-36.6% 3s and 4s, 30.0% 1s ● Fourth Grade-31.8% 3s and 4s, 29.0% 1s ● Fifth Grade-26.9% 3s and 4s, 48.1% 1s The data below shows the percentage of students in your school with scores that matched or exceeded the state average for each category. Overall Writing: 52% (Grade 3), 63% (Grade 4), 47% (Grade 5) Text Types & Purposes: 45% (Grade 3), 81% (Grade 4), 57% (Grade 5) Overall Reading: 48% (Grade 3), 45% (Grade 4), 38% (Grade 5) Reading Literature: 52% in (Grade 3), 54% (Grade 4), 42% (Grade 5) Reading Information: 67% (Grade 3), 49% (Grade 4), 42% (Grade 5) Craft & Structure: 77% (Grade 3), 60% (Grade 4), 58% (Grade 5)	Close performance gaps between Sunset Elementary and district/state averages. Decrease 5% at Level 1 by 2027 Increase 5% at Levels 3 & 4 by 2027 Increase subgroup scores at levels 3 and 4 by 2027

	Language in Reading: 62% (Grade 3), 69% (Grade 4), 60% (Grade 5)	
Complex Communication Rubric	From the baseline year (2023-2024) - All students Baseline Year 18.5% (2023-2024) - All students 16.4% (2024-2025)	3% yearly increase at the Demonstrating Level
Other Data	Fall 2025 iReady Reading Results Mid or Above Grade Level Building (4%), Gr. K (0%), Gr. 1 (2%), Gr. 2 (8%), Gr. 3 (5%), Gr. (6%), Gr. (6%) Early On Grade Level Building (12%), Gr. K (16%), Gr. 1 (2%), Gr. 2 (15 %), Gr. 3 (13 %), Gr. 4 (13%), Gr. 5 (12%) One Grade Level Below (In Fall, this means ready for Grade Level Instruction) Building (50%), Gr. K (84%), Gr. 1 (83%), Gr. 2 (40%), Gr. 3 (27%), Gr. 4 (41%), Gr. 5 (28%) Two Grade Levels Below Building (23%), Gr. K (0 %), Gr. 1 (13%), Gr. 2 (37%), Gr. 3 (36%), Gr. 4 (19%), Gr. 5 (36%) Three or More Grade Levels Below Building (10%), Gr. K (0%), Gr. 1 (0%), Gr. 2 (0%), Gr. 3 (18%), Gr. 4 (22%), Gr. 5 (19%)	

Critical Thinking Goals – Data Review:

	Current State:	Desired State:
KSA Math	24-25 Data - All Grades-21.3% 3s and 4s, 37.2% 1s - Third Grade-22.9% 3s and 4s, 31.1% 1s - Fourth Grade-21.7% 3s and 4s, 39.1% 1s - Fifth Grade-18.9% 3s and 4s, 41.5% 1s	Close performance gaps between Sunset Elementary and district/state averages. Decrease 5% at Level 1 by 2027 Increase 5% at Levels 3 & 4 by 2027

	The data below shows the percentage of students in your school with scores that matched or exceeded the state average for each category. Operations & Algebraic Thinking: 49% (Grade 3), 66% (Grade 4). Subskills: Multiplication & Division 57%, Operations with Whole Numbers 64% Number & Operations in Base 10: 64% (Grade 3), 40% (Grade 4), 32% (Grade 5) Number & Operations – Fractions: 66% (Grade 3), 49% (Grade 4), 26% (Grade 5) Subskills: Building Fractions 70%, Decimal Notation 54%, Adding/Subtracting 30%, Multiplying/Dividing 42%. Measurement & Data: 44% (Grade 3), 42% (Grade 4) Subskills: Area 75%, Volume 43%	
KSA Science	24-25 Data - Fifth Grade-27.3% 3s and 4s, 43.4% 1s The data below shows the percentage of students in your school with scores that matched or exceeded the state average for each category. Physical Science 34% of students met/exceeded the state average. Life Science 51% met/exceeded Earth & Space Science 36%, showing a significant gap. Skills-based categories: Developing & Using Models: 55% (Physical Science) 62% (Life Science) Engaging in Inquiry: 75% Using Evidence for Explanations & Argumentation: 45%	Close performance gaps between Sunset Elementary and district/state averages. Decrease 5% at Level 1 Increase 5% at Levels 3 & 4

Critical Thinking Rubric	(2023-2024) - All students 0% (2024-2025) - All students 78.6%	3% yearly increase at the Demonstrating Level Consistent communication with the Science teacher about calibration of the Critical Thinking data collected from Grades 3-5 by the Science Teacher to have baseline data in the 2025-2026 school year.
Other Data	Fall 2025 iReady Math Results Mid or Above Grade Level (Building-1%, Gr. K- 2%, Gr. 1- 0%, Gr. 2- 0%, Gr. 3- 0%, Gr. 4- 2%, Gr. 5- 4%) Early On Grade Level (Building-7%, Gr. K- 5%, Gr. 1- 2%, Gr. 2- 11%, Gr. 3- 2%, Gr. 4- 13%, Gr. 5- 12%) One Grade Level Below (In Fall, this means ready for Grade Level Instruction) (Building-57%, Gr. K- 94%, Gr. 1- 78%, Gr. 2- 42%, Gr. 3- 44%, Gr. 4- 52%, Gr. 5- 32%) Two Grade Levels Below (Building-23%, Gr. K- 0 %, Gr. 1- 20%, Gr. 2- 47%, Gr. 3- 36%, Gr. 4- 15%, Gr. 5- 25%) Three or More Grade Levels Below (Building-11%, Gr. K- 0%, Gr. 1- 0%, Gr. 2- 0%, Gr. 3- 18%, Gr. 4- 19%, Gr. 5- 28%)	

Behavior and Social-Emotional – Data Review:

	Current State:	Desired State:
Social Emotional Behavior Offenses	Baseline: 377 offenses in the 23-24 school year. 203 offenses in the 24-25 school year.	10% decrease in the number of offenses by 2027
Chronically Absent	2021-2022 Data Baseline: 38.95% in the 21-22 school year 2023-2024 Data Chronic Absenteeism 18.1%	10% decrease in the number of students chronically absent by 2027

	Attendance Rate 93.6% 2024-2025 Chronic Absenteeism 16.2% Attendance Rate 94%	
Self-Directed Learning Rubric	From the baseline year (2021-2022) 5.9% (2024-2025) 2.5%	4% yearly increase at the Demonstrating Level
Other Data	Attendance Rate (2023-2024) 93.6%	

State Outcomes – Data Review:

	Current State:	Desired State:
Civic Engagement/IPS	Sunset Elementary School has won the Civic Advocacy Network award from the Kansas Department of Education. Our staff and students have the opportunity to be involved with: ● School Marathon ● Parent Involvement Activities ● Match Madness ● Family Engagement Nights ● K-State Salina STEM Night ● Invited Speakers: Salina Fire Department and Salina Police Department ● Arts Infusion Program ● Field Trips: Salina Community Theatre, Stiefel, Starbase, Pumpkin Patch, Rolling Hills Zoo	Continue the current state with Civic Engagement work and seek other opportunities for collaboration.

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)	Staff are currently posting Learning Intentions and Success Criteria. Continued coaching and monitoring in the use of (Visible Learning) Learning Intentions and Success Criteria, and referencing throughout the lesson, will be needed to help ensure standards alignment and teacher clarity in every lesson.		Character Strong lessons are being implemented by classroom teachers during morning SEL time. More professional development on these resources would help all staff, including specials and support staff, make the most of the Character Strong Curriculum. Staff are referencing learning dispositions during their lessons; continued support of this initiative is needed.
Professional Learning	The Social Studies and Science curricula has been provided to staff, and time has been placed into the building schedule for these lessons to take place. Professional development on the implementation of a new social studies curriculum and Science instructional resources, including access to Amplify (online) and Social Studies Weekly, would better ensure quality implementation and teacher clarity.	Explosive behaviors are becoming more and more prevalent in classrooms, and we are working on increasing preventative measures. More professional development is needed for these measures Staff have also expressed a need for professional development on immediate interventions within the classroom environment for “big behaviors” when preventative strategies have not been enough. This would include de-escalation strategies.	The Student Risk Screening Scale-Internalizing and Externalizing is being used for the first time this year to screen for and monitor social-emotional needs for Tiered Intervention. Professional development is needed on the best way to review data to not only determine student needs, but also begin meeting those needs both inside and outside of the general education classroom.

	General Education staff are making growth in Visible Learning Expectations when it comes to teacher clarity. Special Education Staff were not initially part of the training for this initiative. Therefore, professional development opportunities for SPED staff are needed to help them integrate Visible Learning Principles into their lessons. Professional development and coaching to increase the quality discussions among students. Professional development and coaching on simple ways to scaffold lessons and activities to provide equal access to Tier I instruction for all students.		
Professional Collaboration	PLC time for staff to look at social studies standards and deepen their understanding of the resources would help better utilize aligned resources. As we reach our goals for Teacher Clarity using Learning Intentions and Success Criteria, we plan to move into increasing quality classroom discussion opportunities. PLC time to begin looking at ways to integrate more student discussion opportunities into the currently provided lessons	When student behaviors are greater than typical classroom interventions and preventative strategies can be addressed, SIT meetings are used to help SEL staff and classroom teachers collaborate. These teams are limited to essential staff due to staff availability during the day and the need for Substitute Teachers. Time for collaboration between all staff who work with those students would benefit both staff and students, in creating more	Quality SEL interventions are often put in place in the general education homeroom through the SIT process, IEPs, or collaboration with SEL staff. Time for “specials” teachers to collaborate and discuss student needs with classroom teachers and/or SEL staff would increase student success in those environments.

	in Eureka Squared and HMH would make this goal more achievable. PLC time focused on the data of student subgroups is needed to determine areas of need and best supports in order to increase the Kansas Performance Assessment Scores in these groups.	consistency between environments.	
Tiered System of Support	Staff buy-in for Visible Learning initiatives is there and progress is being seen. Continued focus and commitment at both the building and district level on using Visible Learning to increase the effectiveness of Tier I instruction is needed to continue this progress. Teams are meeting regularly with academic coaches for PLC time and professional development/coaching focused on using data to determine Tier II and Tier III needs and effective instruction in both ELA and Math. This allotted time needs to be continued as they are an essential part of student growth and performance. This year began the use of iReady progress monitoring as well as the KAP mini tests to monitor student growth and assure instructional alignment. More PLC time is	Clear guidelines for behavioral tiers need to be established for what constitutes each behavioral tier, as well as how each tier is handled.	Clearly communicated building determined guidelines for staff on next steps after determining a student has Tier II or Tier III Social Emotional Learning needs.

	needed to analyze these results and adjust, modify, or intensify instruction in a timely manner.		
Family, Community and Business Partnerships	Many great community partnerships are established. Work towards partnering with agencies to continue their support of current civic engagement events as well as establishing new opportunities is needed.	Partnerships with community agencies have helped provide resources for students and families in need of behavioral support including Central Kansas Mental Health Center and Child Advocacy and Parenting services and other community partners. Continued support from these agencies is needed as well as our partnerships with businesses who provided donations making positive incentives for students possible.	Partnerships with community agencies have helped provide resources for students and families in need of social-emotional support, including Central Kansas Mental Health Center and CAPs, and other community partners. Continued support is essential.
Resource Allocation	The greatest resource allocation for standards alignment is time. This would allow for collaboration among PLC teams for working with the new Social Studies and Science Curriculum, continued work on teacher clarity through Learning Intentions and Success Criteria, as well as needed data discussions.	Behavior of chronic absenteeism has had an impact on the student. Having opportunities to provide resources for transportation would have a positive impact on the students.	Time is needed to provide professional development for Character Strong, collaboration among all staff members to help meet student SEL needs, as well as establish and train staff on SEL Tiers.

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.	Current state: Teachers instruct, monitor, and assess Speaking and Listening Standards across all grade levels in ELA.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Current state: Students are exposed to social studies curriculum and concepts during a 30-minute block 2 days per week.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Current state: Some of the ELA modules focus on social studies topics. During Social Studies instruction (every other week), students are directly taught standards.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Current state: Students have access to Character Strong lessons, 1:1 student sessions, and small group SEL sessions.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Current state: Students participate in art and music classes daily. They also have annual events in partnership with the Stiefel Theatre, Salina Community Theater, and Creede Repertory Theater. Grade levels also participate in offerings from Salina Arts Infusion.
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.	Current state: Sunset does not have curricula, programs, or services that engage students in a process that leads students to a postsecondary plan of study. There is not a set curriculum or outcome that all students can access.
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.	Current state: Sunset does not have programs or services that enable students to prepare for postsecondary plans of study.

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?

At Sunset Elementary, being a Title I school brings unique opportunities to create a supportive and nurturing environment that helps all students achieve success and reach their full potential. Serving a diverse student body, many of whom come from low-income families, enables the school to focus on creating an inclusive and equitable learning experience for every child.

Students at Sunset come to school with a variety of strengths and talents, and while they may enter with different levels of foundational skills, the school works diligently to meet each student where they are. Through targeted interventions and personalized learning plans, Sunset ensures that students receive the support they need to build early literacy and math skills. Small-group instruction are essential tools in helping students close any achievement gaps and make consistent progress toward meeting grade-level expectations.

The school has benefited greatly from the additional resources provided by school on improvement funding, which has enabled the addition of extra staffing. These resources have played a crucial role in providing academic support and ensuring that all students have access to opportunities for growth. Sunset is committed to continuing to provide a range of programs and services that help students thrive, and the school's focus on individualized support allows every student to make meaningful progress. Building staff members' efficacy to focus on where they have the greatest influence to impact learning, both academic, social emotional learning, and behavior, is essential. It will take all staff working collaboratively to build their knowledge and skills through a systematic approach that ensures evidence based practices are being implemented in all classrooms.

Family engagement is a cornerstone of success at Sunset Elementary, and the school recognizes the importance of building strong partnerships with families. By offering support and resources to families, the school helps ensure that parents feel empowered to be active participants in their children's learning journey. Whether through communication, workshops, or community outreach, Sunset strives to create a welcoming environment that encourages collaboration between school and home.

In summary, Sunset Elementary is committed to fostering an environment where all students can achieve proficiency and success. By providing targeted academic support, engaging families, and focusing on individualized learning. Sunset is working to ensure that every student has the tools and resources they need to succeed on state assessments and beyond. Through a collaborative approach, Sunset Elementary helps students reach their full potential, empowering them to become lifelong learners. The combination of being a Title I school and the continuing loss of funding presents significant challenges to achieving proficiency on state assessments. Special education funding decrease has impacted Sunset Elementary. Addressing these barriers requires a comprehensive approach that includes providing targeted academic support, bridging gaps in access to resources, fostering family engagement, and aligning classroom instruction with state expectations. By working to overcome these obstacles, Sunset Elementary can better support all students in reaching their full potential.