

2024-2025 Needs Assessment 2026-2027 Budget Consideration

District: USD 475	Bldg #	Grades Served: PreK - 5
School: Lincoln Elementary	7606	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 1: Student Needs		Notes
a. Student Headcount	295	
b. Percentage of students with an active IEP	21.69%	
c. Percentage of students enrolled in English Language Learner (ELL) services	4.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	51.00%	
e. Pupil-Teacher Ratio Average	22-1	
f. Pupil-Teacher Ratio Median	22-1	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?		Many of our foster care students are placed with families who are already part of our school community. Increased collaboration with outside organizations would be valuable, particularly in supporting students' social-emotional development and behavior needs. Providing staff with more training and resources on supporting students who have experienced trauma would be beneficial. This topic could also be helpful for parents and foster parents as part of a broader effort to support student well-being.
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	there are noticeable gaps in student success among racial/ethnic subgroups, particularly in English Language Arts (ELA) state assessment results. African-American students show a significant gap in ELA, with 41% performing at Level 1 compared to 19% of all students. Students with Disabilities are also scoring significantly lower than their peers on the KAP Assessment. The data suggests that while the school is making overall progress, there is a clear need for targeted support and intervention to close the achievement gaps among student subgroups, particularly in ELA performance for African-
i. Is there a tiered system of support to target reading growth?	YES	A tiered system of support is in place to target reading growth. Students are grouped into flexible tiers based on data from district screeners. Those identified in Tiers 2 and 3 receive additional diagnostic assessments to better understand their specific needs. These students are then supported through small group tutoring using research-based strategies and interventions in a "walk-to-intervention" model and continual progress monitoring. This year an aide was added to one of our kindergarten classrooms. This individual was able to provide intervention to kindergarten students throughout the day and had a
j. Is there a tiered system of support to target math growth?	Yes	A tiered system of support is in place to target math growth and follows the same structure used for ELA instruction.
k. Are there local assessments to measure reading growth?	Yes	We follow a district-prescribed assessment plan for ELA. All students complete FastBridge screeners three times per year(BOY/MOY/EOY). In addition, we administer a quarterly reading assessment. State-provided KITE interim and mini-tests are administered as well. For more targeted data, building-specific diagnostic assessments from the 95% Group, including PASI and PSI, are utilized to identify specific skill gaps.

This is template only and may be edited as USDs board of education sees fit. USD may use a needs assessment they have already been using, but should make sure the light green/blue cells are included (per K.S.A. 72-1163). The light pink/red cells are highly suggested to be included, but are not required by statute.

A needs assessment for each attendance center within the USD needs to be completed by the USD leadership and board of education and posted on the USDs website; a copy should also be available at the USDs administrative offices.

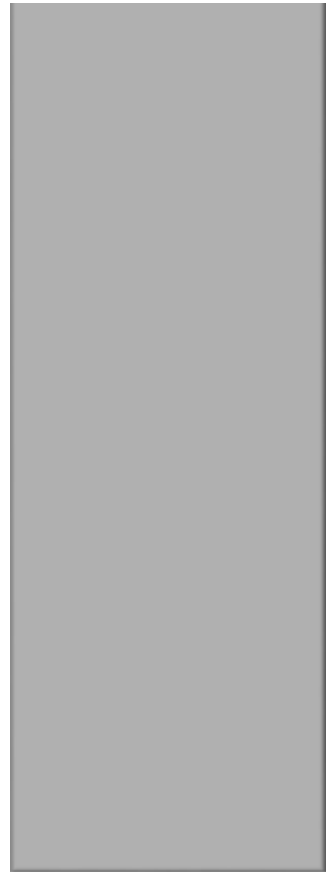
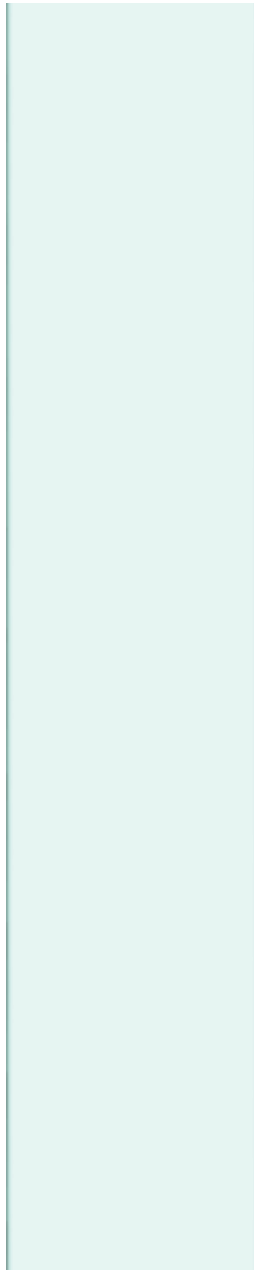
Light yellow cells are intended to be filled in.

Use steps below to copy this tab in order to create a separate needs assessment for other buildings (screenshots to right);

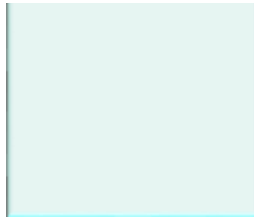
1. Right click this tab at the bottom of the Excel window (originally named "Bldg 1 Needs Assessment", but may have been renamed).
2. Click "Move or Copy..."
3. Check "Create a Copy" box.
4. Select this tab (originally named "Bldg 1 Needs Assessment", but may have been renamed) in order to place the copy to the left of this tab.
5. Click OK and the new tab will appear, ready to edit.
6. Right-click the new tab & Click "Rename" to edit the name.

Sec. 8. On and after July 1, 2021, K.S.A. 72-1163 is hereby amended to read as follows: 72-1163. (a) Each year the board of education of a school district shall conduct an assessment of the educational needs of each attendance center in the district. Information obtained from such needs-assessment shall be used by the board when preparing the budget of the school district to ensure improvement in student academic performance. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to K.S.A. 79-2926, and amendments thereto.

l. Are there local assessments to measure math growth?	Yes	We administer FastBridge assessments three times per year (BOY/MOY/EOY). All students also complete the iReady diagnostic three times annually to monitor growth and identify learning gaps. Our core math program includes unit assessments to track progress throughout the year, and we use KITE Interims and Mini-Tests provided by the state to monitor students' readiness for the state assessment.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	There are several opportunities to focus on academic needs outside the traditional classroom setting. Our 21st Century Program integrates academic support into both before and after school sessions.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		High-quality Tier 1 instruction remains a priority, and we continuously refine our practices to better meet student needs. We implement a Multi-Tiered System of Supports (MTSS) framework using a walk-to-intervention model, which allows for flexible grouping and targeted, data-driven support. This school year, we began utilizing district ELA assessments along with a structured protocol to identify specific standards for focused instruction. During weekly PLC meetings, teams use short-cycle assessments to monitor student progress and growth on those ~~specific standards~~ .
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Our target is for 75% of students to perform at Level 3 or 4 in Math, English Language Arts (ELA), and Science by 2029–2030. As of the 2024–2025 school year, the percentage of students scoring at Levels 3 and 4 on the KAP Math assessment decreased slightly by 1.04% to 55.99%. To reach the 75% proficiency target by 2030, the school must achieve an average annual growth rate of 3.8%. In ELA, 57.99% of students scored at Levels 3 and 4, representing an improvement of 4.09%. To meet the 75% proficiency target by 2029–2030, the required annual growth rate is 3.4%. Science achievement also requires continued focus. In 2024–2025, 60.00% of students scored at Levels 3 and 4, placing the school 1.2% below the trajectory needed to reach the 75% target by 2029–2030. An annual growth rate of 3.0% will be necessary, which is slightly higher than the originally projected rate of 2.78%.
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		
a. How is social/emotional growth being measured?		Notes Social-emotional growth is measured through multiple tools and ongoing monitoring. All students are screened three times a year using the SAEBRS (Social, Academic, and Emotional Behavior Risk Screener), a universal screener designed to identify students who may be at risk for social, emotional, or behavioral challenges. In addition, all kindergarten parents complete the ASQ (Ages & Stages Questionnaire) to help assess early developmental milestones. Students requiring additional support are monitored by our Student Intervention Team, which meets twice a month to review the progress of those with Tier 3 behavioral needs and adjust interventions as necessary.
b. What are the targets/goals related to social/emotional growth?		Our target for social-emotional growth is to have no more than 15% of students fall into the "some risk" or "high risk" categories on the SAEBRS screener. This equates to approximately 35–40 students. We believe the systems and supports we have in place are sufficient to meet the needs of these students.



c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		Kindergarten readiness is determined through a combination of transition activities, parent input, and student screening. We hold transition meetings and meet individually with each incoming Kindergarten student and their family. During these meetings, we administer a readiness screener to assess the child's academic and social-emotional development. In addition, parents complete the Ages & Stages Questionnaire (ASQ), which provides valuable information about their child's overall developmental readiness for school.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		Our goal for Kindergarten readiness is for all students to meet or exceed early childhood standards. We closely monitor students who do not score a 3 (proficient) or higher on these standards and provide additional support as needed. This allows us to identify areas of concern early and ensure students are developing foundational skills
e. How are successes of Individual Plans of Study being measured?		
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		
g. How are you ensuring students are civically engaged?		We promote civic engagement through a variety of schoolwide activities and classroom experiences. For example, during election years, students participate in mock voting to learn about the election process. Throughout the year, we engage in community service projects such as food drives for the local pantry, donation collections for the community laundry, bell ringing for the Salvation Army, and community partnerships. All classrooms hold regular daily morning meetings to encourage respectful dialogue and shared decision-making. Our TCI social studies curriculum includes a civics unit at each grade level to help students understand their roles and responsibilities as members of a community.
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		Our 21st Century Program provides academic support before and after school and serves up to 50 students. In addition, the program offers three weeks of programming during the summer. Throughout all sessions, the program integrates academic enrichment into activities to support student learning and achievement.
b. Are there appropriate and adequate instructional materials?	Yes	We have appropriate and adequate instructional materials. We use iReady for Math, Wonders for Reading, FOSS for Science, Heggerty for phonemic awareness, TCI for Social Studies, and Second Step for Social Emotional Learning. For reading interventions, we utilize 95% Group resources. These programs provide a strong foundation to support student learning across all key areas.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Yes, the current technology is mostly appropriate to support our curriculum. iPads are used in Kindergarten, while students in 1st through 5th grade have one-to-one devices for use during the school day. All classrooms are equipped with Smart TVs and document cameras. New document cameras have been purchased this year to update outdated technology. Charging stations are needed in all classrooms to better manage device charging and storage.
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the following capacities?		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.		
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.		
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.		



4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.		
5. Sufficient grounding in the arts to enable each student to 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.		
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.		
SECTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	All classrooms filled with certified teachers.
b. How many classified support staff are currently employed?		22
c. How many classified support staff are needed?	22	Additional classified support staff were added last year to better support students, including 2 paraprofessionals and 2 lunchroom/recess aides. At this time, the current staffing appears to meet our needs.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We have a sufficient number of appropriately licensed support personnel, including an instructional coach, counselor (half-time) and a library media specialist. However, we currently share a nurse with another building, which places additional responsibilities on our office staff.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Our district has highly qualified administrators serving the building
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		Staff development is guided by our KESA plan and focuses on supporting student success and school improvement goals. Ongoing professional development includes training in data analysis, instructional strategies for reading and math, intervention design, and the use of MTSS screeners. Teachers and administrators participate in LETRS training, Second Step SEL and Bullying Prevention, Responsive Classroom Morning Meetings, trauma-informed practices, behavior interventions, and strategies for building strong relationships with students.
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No	Our building is fully utilized, and additional space is needed to better support student learning and staff needs. A dedicated multipurpose or gym room would improve scheduling, as the current shared use for PE, programs, and breakfast/lunch limits flexibility and disrupts classes during events. There is a need for a FEMA shelter that can safely accommodate all students and staff. The addition of more adult restrooms is also needed. Many staff members share workspaces, limiting privacy and functionality. Repurposed areas like the stage, now used for offices and tutoring, present challenges with noise and accessibility. Additional office space and designated areas for tutoring would help address these concerns. To support student behavioral and emotional needs, designated spaces for regulation and breaks are important.

b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Converted spaces used by professionals need finished with appropriate materials to create a professional environment. Specifically, the PE office is in need of updates, the library closet is also now being used as an office. Several areas of the building contain furniture that is worn and in need of replacement. Office carpeting and student bathroom tile need replaced. Improved and updated storage solutions in the basement would help maximize space and organization.
c. Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	We have regular events in place to engage parents with teachers and strengthen the home-school connection. Parent-teacher conferences are held twice a year to discuss student progress, and Student Improvement Team (SIT) meetings provide opportunities to collaborate with families of at-risk students. We also host a Back to School Night, family curriculum nights, and music programs throughout the year. In addition, we hold Site Council meetings four times per year and monthly PTO meetings to keep families involved in school decisions and activities. To foster a sense of community, we host an end the year with a school-wide block party.
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?		Each year begins with a Parent Orientation, where curriculum and expectations are reviewed with families. We also host family curriculum nights that provide hands-on guidance in academic content and technology use.
c. Do you have an active Site Council?	Yes	Our Site Council meets four times per year. This group plays a vital role in reviewing curriculum, assessment data, school procedures, and programs. They also provide guidance on our building's KESA plan and offer oversight for our 21st Century Before and After-School Programming. We are working to ensure all student sub-groups are represented by members of our Site Council.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Our PTO meets monthly in the evenings. The PTO plays a key role in fundraising efforts and is involved in planning and supporting family engagement activities throughout the school year.
e. What types of communication exists with families? Is it adequate?	Yes	The office and principal send regular messages to all parents using ParentSquare. Each classroom provides weekly newsletters either in print or digitally to share updates on student learning and upcoming events. Additionally, classroom teachers use ParentSquare for day-to-day communication with parents. To ensure continuous improvement, our building Site Council developed a communication plan that evaluated the effectiveness of current practices and outlined strategies for future communication efforts.
f. What types of communication/social media exists with your community? Is it adequate?	Yes	We communicate through Facebook and Parent Square.
SECTION 8: School Data		Notes
a. Building Attendance Rate	94.2%	
b. Building Chronic Absenteeism Rate	16.6%	
c. District Chronic Absenteeism Rate	21.5%	
d. District Graduation Rate	91.7%	
e. District Dropout Rate	0.3%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate		
b. What is our building dropout rate?		
c. What is our average comprehensive ACT score?		
SECTION 9: Other Data		Notes

a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		Based on the building leadership team's analysis, one barrier we face is a lack of sufficient Tier 3 support for students with the greatest needs, including limited access to interventionists and tutors. This gap is reflected in both student performance trends and staff feedback, indicating a need for more targeted, intensive interventions to support struggling learners and ensure all students receive the individualized instruction necessary for success.
1. Can these be achieved with additional resources?		Addressing this barrier will require additional resources, including increased staffing for Tier 3 intervention. Currently, we employ one Tier 3 tutor, which limits our capacity to meet student needs. While the addition of a kindergarten aide was a positive step this year, adding more intervention staff or retaining the kindergarten aide position would allow us to support more students with targeted, individualized instruction and improve overall outcomes.
2. Why or why not?		
b. Additional building unique items:		