2025-2026 Building Needs Assessment for 2026-2027 Budget Considerations

USD 428 Great Bend

Lincoln Elementary School

Grades Served: K-6

SECTION 1: Student Needs		Notes
a. Student Headcount	265	This is an increase of 25 students since last year.
b. Percentage of students with an active IEP	15.7%	This is similar to last year's percentage. This includes serving students for academic, behavioral, speech and language, and OT/PT
c. Percentage of students enrolled in English Language Learner (ELL) services	9.8%	This is an increase of about 2%. Students are served through push-in services in the general education classroom by the EL teacher. We have 6 EL endorsed teachers.

BUILDING NEEDS ASSESSMENT

Lincoln Elementary School

Grades Served: K-6

SECTION 1: Student Needs		Notes
d. Percentage of students identified as At-Risk (Free lunch)?	62.1%	This is an increase of 3% since last year, which shows a similar increase from the year prior.
e. Pupil-Teacher Ratio Average	19:1	
f. Pupil-Teacher Ratio Median	19	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	Lincoln Elementary school office keeps track of students who are identified as "Foster Care." The school Student and Family Advocate (SFA) works each year to build a relationship with the family of these students to ensure that we are aware of what supports they need from the school. The SFA additionally works with the foster placement agency to keep a line of communication open to support any need the student or foster family has.

BUILDING NEEDS ASSESSMENT

Lincoln Elementary School

Grades Served: K-6

SECTION 1: Student Needs		Notes
h. Are there gaps in student success among race/ethnicity student subgroups?	Not significantly on ELA and slightly on Math	Yes, our team has noted that 17% of Hispanic students score at levels 3&4 on the math KAP, while White students score at 37% in levels 3&4. We noted that on ELA KAP, white and Hispanic students performed equally (54% level 3&4).
i. Is there a tiered system of support to target reading growth?	Yes	Lincoln Elementary School has participated in MTSS structuring. Staff are trained in MTSS protocols for screening, diagnosing, and implementing programs and strategies that meet the research-based criteria. Students are progress-monitored based on their tier need and moved frequently to meet the changing skill needs of each particular student. All students receive a 30 minute ELA intervention daily. Tier 3 students receive an additional pull out in reading in the primary grades as we are able to schedule these supports.
j. Is there a tiered system of support to target math growth?	Yes	Much like reading, staff have structured for MTSS procedures. Students are screened for risk and interventions are determined based on need from this benchmark data. Based off of the student tier, they are progress monitored to monitor growth and determine intervention changes. All students receive a 30 minute math intervention daily.

BUILDING NEEDS ASSESSMENT

Lincoln Elementary School

Grades Served: K-6

2025-2026 Building Needs Assessment for 2026-2027 Budget Considerations

SECTION 1: Student Needs		Notes
k. Are there local assessments to measure reading growth?	Yes	We currently rely on FastBridge and proficiency screeners as our local assessment.
l. Are there local assessments to measure math growth?	Yes	We currently rely on FastBridge and proficiency screeners as our local assessment.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Within our MTSS system, there are opportunities for students to receive targeted instruction in reading and math. Additionally, in K-3 classrooms, students are pulled for short practice to refine early literacy and early numeracy skills.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Grade level teams are utilizing Proficiency Screener data. They create enrichment groups that focus on missed standards beyond the core.

BUILDING NEEDS ASSESSMENT

Lincoln Elementary School

Grades Served: K-6

2025-2026 Building Needs Assessment for 2026-2027 Budget Considerations

SECTION 1: Student Needs		Notes
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Grade level teams set goals annually to increase levels of 3 & 4 and move students out of levels 1 & 2.

BUILDING NEEDS ASSESSMENT

Lincoln Elementary School

Grades Served: K-6

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
a. How is social/emotional growth being measured?	FastBridge SAEBRS/MySAEBRS screeners 3X annually	Great Bend benchmarks students for SEL needs three times per year using FastBridge screeners.
b. What are the targets/goals related to social/emotional growth?	At least 80% of all students score in T1 on the SAEBRS screener.	At Lincoln Elementary, this target is maintained annually. When students fall in T2-3, teams collaborate on how to best meet these students' needs instructionally. A few students receive pull out support for intensive intervention or participate in a check-in service with the SFA.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ-2 and ASQ-SE3, additionally communication from district Pre-K	We currently do not disqualify students based on kindergarten readiness. It is our philosophy that we need to be ready for the kindergarten student. We do require parents to fill out an ASQ-2 and ASQ-SE3 when they enroll their new kindergarten student in August. This data provides us with a snapshot of the students' developmental and social emotional abilities.

BUILDING NEEDS ASSESSMENT

Lincoln Elementary School

Grades Served: K-6

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	100% of families fill out an ASQ-2 and ASQ-SE3	Results are used to balance classrooms for need. Our kindergarten staff prepares students through the year for the next grade level and progresses students through kindergarten standards. Interventions support students in their readiness levels throughout the school year.
e. How are successes of Individual Plans of Study being measured?	We do not currently set IPS	Grade levels explore jobs/occupations /professions in library/tech and in the core content areas as they are applicable.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	
g How are you ensuring students are civically engaged?	There are many opportunities in the school day to learn about and interact with civics through curriculum, community outreach programming, and leadership groups.	Students are engaged through student leadership opportunities throughout the school (Ambassadors, STUCO). Other opportunities include guest speakers, social studies standards taught in the classrooms, HMH Social Studies magazines, community speakers, fundraisers for community agencies, All Stars, DARE programs.

BUILDING NEEDS ASSESSMENT

Lincoln Elementary School

Grades Served: K-6

2025-2026 Building Needs Assessment for 2026-2027 Budget Considerations

SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School Scholar's Bowl	Summer school is provided for students in K-5 and Scholar's Bowl is offered to students in grades 5-6. Scholar's Bowl students participate in competitions in the late winter/early spring and practice through the year.
b. Are there appropriate and adequate instructional materials?	Yes	BLT feels that there is an adequate supply of materials for core subjects.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Chromebooks are used to enhance ELA, math, science, and social studies programs adopted by the district. We have adequate technology resources.

Lincoln Elementary School

Grades Served: K-6

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 Grades 10-12)	N/A	
c. Is every child in your school provided at least the following capacities?	See below	See below
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	Most certified staff are LETRS trained or are obtaining this qualification. Within LETRS , an emphasis is placed on enriching oral communication through the planning and use of vocabulary and elaborating on oral responses using rich language.

Lincoln Elementary School

Grades Served: K-6

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	Teachers align lessons with KSDE's standards in the area of citizenship. Students are taught to learn about economic, social, and political systems that allow them to make informed choices. Additionally, these skills are enhanced during DARE and AllStars in 5th and 6th grades.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	In grades 1-3, we learn about city government and how rules and laws are supported in our community by its citizens.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Through the district's adopted SEL program (Character Strong and CKH), students are taught about emotion management and skills that can help problem-solve through these emotions. Practices learned through Character Strong and CKH are encouraged throughout the school day.

Lincoln Elementary School

Grades Served: K-6

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	At Lincoln Elementary, topics of cultural and historical heritage are honored through many opportunities and approaches. ELA text is selected to provide a rich representation of people and places, Social Studies magazines provide articles which connect to grade appropriate standards and provide information to students about various cultures and cultural histories, as well as a school culture of encouraging tolerance of individualistic differences are apparent through observation of how students, parents, and staff interact with one another.
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.	Yes	All K-6 classrooms discuss careers as they apply to the social studies and science content being presented. The library has a collection of career focused books available to students and staff.
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.	Yes	All K-6 classrooms discuss careers as they apply to the social studies and science content being presented. The library has a collection of career focused books available to students and staff.

BUILDING NEEDS ASSESSMENT

Lincoln Elementary School

Grades Served: K-6

2025-2026 Building Needs Assessment for 2026-2027 Budget Considerations

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	During the 2025- 2026 school year, all certified staff at Lincoln Elementary were qualified to teach their grade/content area. One classroom had to be filled with substitute and/or conditionally licensed staff.
b. How many classified support staff are currently employed?	9 Teacher aides, 1 library aide, and 1 behavior aide, and 4 paraprofessionals	
c. How many classified support staff are needed?	0	We are currently staffed with all 14 allowed classified members. All are utilized 100% and contribute significantly to the support of our MTSS structure and supervision of students.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	

Lincoln Elementary School

Grades Served: K-6

SECTION 5: Staff Needs		Notes
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Currently, most PD is provided to leadership teams and then brought to the building level.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	See notes	Continued support for the implementation of our learning from LETRS in the core and tiered programs. Continued learning with CKH to support new staff and maintain the process. When district collaborative teams use their time efficiently and with more collab days, we have been able to get through district curricular tasks more efficiently. We feel that there is an imbalance in grade level teams based off of our BLT reflection of where each team is at in the process (from collab days).

Lincoln Elementary School

Grades Served: K-6

SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	We have made the space work.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Although we feel the building is large enough, we have had to repurpose spaces and feel that there is a large need for a multipurpose/cafeteria space. The gym space dictates our schedule.
c. Are additional School Buses needed or any additional Routes needed?	NA	

BUILDING NEEDS ASSESSMENT

Lincoln Elementary School

Grades Served: K-6

2025-2026 Building Needs Assessment for 2026-2027 Budget Considerations

SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	None at this time	
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?	None at this time	
c. Do you have an active Site Council?	Yes	Site council meets 4 times a year.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes, PTO	
e. What types of communication exists with families? Is it adequate?	SeeSaw, SchoolMessenger, FaceBook	
f. What types of communication/social media exists with your community? Is it adequate?	FaceBook	

BUILDING NEEDS ASSESSMENT

Lincoln Elementary School

Grades Served: K-6

SECTION 8: School Data		Notes
a. Building Attendance Rate	94.4%	
b. Building Chronic Absenteeism Rate	15%	
c. District Chronic Absenteeism Rate	28.00 %	
d. District Graduation Rate	90.00 %	
e. District Dropout Rate	1.4%	

Lincoln Elementary School

Grades Served: K-6

SECTION 8: School Data		Notes
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		
a. What is our building graduation rate	0.00%	NA
b. What is our building dropout rate?	0.00%	NA
c. What is our average comprehensive ACT score?	0.00%	NA

Lincoln Elementary School

Grades Served: K-6

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?		We feel that we more frequently see new teachers who are coming from alternative programs who are not as strong as teachers coming from a traditional method. They are not as prepared in the classroom and need much more support. This is an area that we feel needs a stronger plan to support. We continue to struggle with classified staff attendance as well as them being used to fill classrooms in which substitutes were unavailable. We struggle to support families who we are working closely with to meet basic needs and connect with resources, but still struggle to follow through with obtaining the level of support they need. Transportation is the largest issue with these families, as our community does not have the resources available. We felt that we made some headway with students with chronic absences (year after year) through the use of the district court and juvenile services programs. There are plenty more students who could benefit

Lincoln Elementary School **Grades Served: K-6**

SECTION 9: Other Data		Notes
		from this support and structure, but lack the funding and resources from these agencies to support all the community school's needs.
1. Can these be achieved with additional resources?	Yes	Mainly access to community transportation
2. Why or why not?		Lack of community transportation options
b. Additional building unique items:		