



Adelyn Soellner
Chief of Academics

To: Members of the Board of Education
Cory Gibson, Superintendent of Schools
From: Adelyn Soellner
Date: August 3, 2026
Subject: **Annual Needs Assessment (Discussion)**

As you may be aware, Section 12 of 2022 Senate Sub for HB 2567 amends K.S.A. 72-1163 starting July 1, 2022, and each year after, requiring each school district to complete a needs assessment of each attendance center within the district. The document is now part of the annual budgeting process.

The needs assessment should include important questions to monitor the data and progress of each building, evaluate curriculum, staffing and facility needs as well as other important items to consider for the continued growth of the school.

Adelyn Soellner, Chief of Academics, will lead a discussion with the Board of Education regarding the needs assessment for the 2026-27 school year. A copy of the needs assessment is included with this report and begins on the next page.

####

USD 232

System Needs Assessment

2026-2027

Prepared from the USD 232 Needs Assessment 2026 data workbook with AI Support
For Board of Education review and approval

USD 232 - De Soto

Table of Contents

- Cedar Trails Exploration Center - Early Childhood
- Belmont Elementary
- Clear Creek Elementary
- Horizon Elementary
- Mize Elementary
- Prairie Ridge Elementary
- Riverview Elementary
- Starside Elementary
- Lexington Trails Middle School
- Mill Creek Middle School
- Monticello Trails Middle School
- De Soto High School
- Mill Valley High School

District Overview

Executive Summary. Across USD 232, building reports consistently identify the strength and consistency of Tier 1 instruction as the central academic priority. This priority is reflected in repeated emphasis on standards alignment, rigorous grade-level instruction, common formative assessments, data-informed Professional Learning Communities, and effective implementation of adopted resources. The reports also describe a closely connected set of barriers involving student attendance, engagement, social-emotional needs, and a sense of belonging. Staffing pressures are evident in increasing class sizes, special education funding and caseloads, and shortages of paraprofessionals and intervention personnel. In response, buildings most often request sustained professional learning, stronger Tier II and Tier III resources, intervention and tutoring programs, before and after-school opportunities, instructional coaching, and staffing investments that allow more individualized support. The greatest barrier remains a lack of financial support to meet all requested needs. Although estimated timelines vary by building and student need, most reports indicate that meaningful improvement will require multiple years of focused implementation, progress monitoring, and adjustment rather than a single-year solution.

Building	Enrollment 25-26	Projected 26-27	Certified Staff 25-26	Classified Staff 25-26
Cedar Trails Exploration Center - Early Childhood	285	295	31	30
Belmont Elementary	390	387	42	41
Clear Creek Elementary	447	450	34	27
Horizon Elementary	362	377	35	13.5
Mize Elementary	485	467	45	23
Prairie Ridge Elementary	420	395	35	24
Riverview Elementary	417	398	30	25
Starside Elementary	411	415	46	25
Lexington Trails Middle School	398	398	35	18
Mill Creek Middle School	704	713	57	27
Monticello Trails Middle School	699	642	61.7	20
De Soto High School	946	936	86	32
Mill Valley High School	1,402	1,420	79	33

Cedar Trails Exploration Center - Early Childhood

Principal: Deborah Ricker

Staffing

Category	24-25	25-26	Projected 26-27
Certified Staff	27	31	31
Classified Staff	27	30	30

Student Indicators

Indicator	24-25	25-26	Projected 26-27
Total Enrollment	216	285	295
Students with IEPs	139	136	149
Students on Free/Reduced Lunch	31	19	28
ELL Students	21	25	28
Average Daily Attendance	N/A	N/A	N/A
Chronic Absenteeism	N/A	N/A	N/A

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	25-26 Students	25-26 Sections	25-26 Class Size
Grade	24-25 Students	24-25 Sections	24-25 Class Size	25-26 Students	25-26 Sections	25-26 Class Size
EC	226	16	14.12	230	18	12.78
Totals	226	16	14.12	230	18	12.78

Building Needs Assessment Comments	
Category	Building Response
Barriers to proficiency	All children develop at their own rate. We get students who have not been exposed to school. We need more training with ELL strategies and MTSS.
Budget actions to address barriers	Need money for MTSS and ELL training and materials. Aide (in addition to para) for ELL classrooms.
Estimated time to proficiency	N/A
Professional development and learning	Social-emotional assessment and PD CKLA, Science of Reading Kindergarten Readiness ELL Math Resources (tied to MTSS, all tiers)
Additional budget and staffing actions	Money for strong PD using resources outside of our district.

Belmont Elementary

Principal: Collin Stucky

Staffing

Category	24-25	25-26	Projected 26-27
Certified Staff	26	42	43
Classified Staff	32	41	40
Student-Teacher Ratio	14:1	19.5:1	19.35:1
Student-Staff Ratio	6:1	9.3:1	9:1

Student Indicators

Indicator	24-25	25-26	Projected 26-27
Total Enrollment	374	390	387
Students with IEPs	83	76	85
Students on Free/Reduced Lunch	89	78	77.4
ELL Students	0	0	0
Average Daily Attendance	91.0%	93.0%	92.0%
Chronic Absenteeism	10.9%	8.2%	9.0%

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	25-26 Students	25-26 Sections	25-26 Class Size
K	50	3	16.67	67	3	22.33
1	54	3	18	45	3	15
2	77	4	19.25	58	3	19.33

Grade	24-25 Students	24-25 Sections	24-25 Class Size	25-26 Students	25-26 Sections	25-26 Class Size
3	57	3	19	78	4	19.5
4	76	3	25.33	63	3	21
5	60	3	20	79	4	19.75
Totals	374	19	19.68	390	20	19.5

Kansas State Assessment Data

ELA - Grade 3

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	77.0%	52.0%	90% / 60%
2023 District	86.1%	60.3%	90% / 60%
2023 State	67.9%	38.1%	90% / 60%
2024 Building	75.0%	40.0%	90% / 60%
2024 District	83.8%	58.6%	90% / 60%
2024 State	68.5%	38.4%	90% / 60%
2025 Building	93.0%	70.0%	90% / 60%
2025 District	90.8%	73.3%	90% / 60%
2025 State	72.8%	51.9%	90% / 60%

ELA - Grade 4

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	97.0%	70.0%	90% / 60%
2023 District	92.8%	60.6%	90% / 60%
2023 State	81.0%	42.8%	90% / 60%
2024 Building	100.0%	60.0%	90% / 60%
2024 District	91.9%	63.2%	90% / 60%
2024 State	81.3%	43.3%	90% / 60%
2025 Building	86.0%	61.0%	90% / 60%
2025 District	88.0%	67.9%	90% / 60%
2025 State	72.5%	49.2%	90% / 60%

ELA - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	88.0%	54.0%	90% / 60%
2023 District	85.2%	57.4%	90% / 60%
2023 State	67.7%	39.5%	90% / 60%
2024 Building	88.0%	62.0%	90% / 60%
2024 District	82.9%	54.9%	90% / 60%
2024 State	68.1%	39.3%	90% / 60%
2025 Building	86.0%	68.0%	90% / 60%

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2025 District	85.5%	67.5%	90% / 60%
2025 State	72.6%	49.2%	90% / 60%

Math - Grade 3

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	92.0%	72.0%	90% / 60%
2023 District	90.0%	71.4%	90% / 60%
2023 State	76.5%	50.4%	90% / 60%
2024 Building	78.0%	62.0%	90% / 60%
2024 District	89.9%	71.0%	90% / 60%
2024 State	76.8%	50.2%	90% / 60%
2025 Building	91.0%	70.0%	90% / 60%
2025 District	86.8%	61.1%	90% / 60%
2025 State	71.0%	41.8%	90% / 60%

Math - Grade 4

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	98.0%	69.0%	90% / 60%
2023 District	94.0%	56.2%	90% / 60%
2023 State	80.9%	37.6%	90% / 60%
2024 Building	91.0%	69.0%	90% / 60%
2024 District	90.3%	57.2%	90% / 60%
2024 State	79.9%	37.1%	90% / 60%
2025 Building	87.0%	63.0%	90% / 60%
2025 District	89.0%	65.3%	90% / 60%
2025 State	72.1%	42.0%	90% / 60%

Math - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	80.0%	51.0%	90% / 60%
2023 District	82.4%	47.8%	90% / 60%
2023 State	65.6%	31.3%	90% / 60%
2024 Building	95.0%	58.0%	90% / 60%
2024 District	83.7%	49.9%	90% / 60%
2024 State	65.7%	32.3%	90% / 60%
2025 Building	90.0%	54.0%	90% / 60%
2025 District	85.9%	61.3%	90% / 60%
2025 State	72.3%	41.8%	90% / 60%

Science - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	89.0%	58.0%	90% / 60%
2023 District	89.3%	66.0%	90% / 60%
2023 State	71.6%	42.1%	90% / 60%
2024 Building	90.0%	75.0%	90% / 60%
2024 District	87.7%	64.9%	90% / 60%
2024 State	74.0%	45.0%	90% / 60%
2025 Building	90.0%	53.0%	90% / 60%
2025 District	88.7%	61.3%	90% / 60%
2025 State	76.1%	45.1%	90% / 60%

Building Needs Assessment Comments	
Category	Building Response
Barriers to proficiency	• Student mental health and behavioral needs • Special Education funding • Increasing class sizes • Curriculum, Instruction, and Assessment Alignment • Differentiated Instructional Needs
Budget actions to address barriers	• Funding - Fully funding special education programs at a state level would remove many of the barriers facing students and staff in special education, including staff shortages, and large caseloads. • High Quality Teacher Training - Instructional Coaching positions to effectively address growing differentiated instructional needs in the classroom. • Strong Literacy Instruction - Funding professional learning around the implementation of new CKLA curriculum and alignment with building, district, and state assessments. • Targeted interventions - A math specialist position to effectively intervene with individualized student needs. • Staff - additional staff positions to keep class sizes smaller
Estimated time to proficiency	We anticipate at least three years to measure growth and progress of students. This will also allow the opportunity to assess the impacts of new programs and relevant instructional opportunities for students. These programs will provide support needed to increase learning and assessment scores. Although this is what is anticipated, we know that our reality may look different given yearly budget constraints and other societal impacts.
Professional development and learning	• High Quality Instruction • CKLA • Trauma-Informed Practices • Schoolwide Behavior Tracking • PLC implementation & Data-driven Instruction
Additional budget and staffing actions	• Funds for IXL • Addition of Math Specialist • Addition of classroom teacher • Funds for professional learning development to address the areas above

Clear Creek Elementary

Principal: ASHLEY OLERICH

Staffing

Category	24-25	25-26	Projected 26-27
Certified Staff	33	34	24
Classified Staff	25	27	27
Student-Teacher Ratio	20:1	20:1	20:1

Category	24-25	25-26	Projected 26-27
Student-Staff Ratio	8:1	7:1	7:1

Student Indicators

Indicator	24-25	25-26	Projected 26-27
Total Enrollment	460	447	450
Students with IEPs	60	61	60
Students on Free/Reduced Lunch	48	63	60
ELL Students	0	0	0
Average Daily Attendance	96.0%	96.0%	96.0%
Chronic Absenteeism	3.8%	4.2%	4.0%

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	25-26 Students	25-26 Sections	25-26 Class Size
K	56	3	19	68	4	17
1	68	4	17	53	3	18
2	65	3	22	66	3	22
3	96	5	19	69	3	23
4	78	4	20	104	5	21
5	97	4	24	87	4	22
Totals	460	23	20	447	22	20

Kansas State Assessment Data

ELA - Grade 3

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	94.0%	72.0%	90% / 60%
2023 District	86.1%	60.3%	90% / 60%
2023 State	67.9%	38.1%	90% / 60%
2024 Building	93.0%	76.0%	90% / 60%
2024 District	83.8%	58.6%	90% / 60%
2024 State	68.5%	38.4%	90% / 60%
2025 Building	92.0%	72.0%	90% / 60%
2025 District	90.8%	73.3%	90% / 60%
2025 State	72.8%	51.9%	90% / 60%

Math - Grade 3

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	94.0%	73.0%	90% / 60%
2023 District	90.0%	71.4%	90% / 60%

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 State	76.5%	50.4%	90% / 60%
2024 Building	96.0%	77.0%	90% / 60%
2024 District	89.9%	71.0%	90% / 60%
2024 State	76.8%	50.2%	90% / 60%
2025 Building	87.0%	51.0%	90% / 60%
2025 District	86.8%	61.1%	90% / 60%
2025 State	71.0%	41.8%	90% / 60%

ELA - Grade 4

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	98.0%	72.0%	90% / 60%
2023 District	92.8%	60.6%	90% / 60%
2023 State	81.0%	42.8%	90% / 60%
2024 Building	97.0%	77.0%	90% / 60%
2024 District	91.9%	63.2%	90% / 60%
2024 State	81.3%	43.3%	90% / 60%
2025 Building	94.0%	81.0%	90% / 60%
2025 District	88.0%	67.9%	90% / 60%
2025 State	72.5%	49.2%	90% / 60%

Math - Grade 4

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	98.0%	67.0%	90% / 60%
2023 District	94.0%	56.2%	90% / 60%
2023 State	80.9%	37.6%	90% / 60%
2024 Building	98.0%	60.0%	90% / 60%
2024 District	90.3%	57.2%	90% / 60%
2024 State	79.9%	37.1%	90% / 60%
2025 Building	92.0%	78.0%	90% / 60%
2025 District	89.0%	65.3%	90% / 60%
2025 State	72.1%	42.0%	90% / 60%

ELA - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	88.0%	57.0%	90% / 60%
2023 District	85.2%	57.4%	90% / 60%
2023 State	67.7%	39.5%	90% / 60%
2024 Building	92.0%	69.0%	90% / 60%
2024 District	82.9%	54.9%	90% / 60%
2024 State	68.1%	39.3%	90% / 60%

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2025 Building	95.0%	79.0%	90% / 60%
2025 District	85.5%	67.5%	90% / 60%
2025 State	72.6%	49.2%	90% / 60%

Math - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	78.0%	46.0%	90% / 60%
2023 District	82.4%	47.8%	90% / 60%
2023 State	65.6%	31.3%	90% / 60%
2024 Building	85.0%	50.0%	90% / 60%
2024 District	83.7%	49.9%	90% / 60%
2024 State	65.7%	32.3%	90% / 60%
2025 Building	90.0%	64.0%	90% / 60%
2025 District	85.9%	61.3%	90% / 60%
2025 State	72.3%	41.8%	90% / 60%

Science - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	89.0%	66.0%	90% / 60%
2023 District	89.3%	66.0%	90% / 60%
2023 State	71.6%	42.1%	90% / 60%
2024 Building	95.0%	79.0%	90% / 60%
2024 District	87.7%	64.9%	90% / 60%
2024 State	74.0%	45.0%	90% / 60%
2025 Building	92.0%	71.0%	90% / 60%
2025 District	88.7%	61.3%	90% / 60%
2025 State	76.1%	45.1%	90% / 60%

Building Needs Assessment Comments	
Category	Building Response
Barriers to proficiency	• Building Strong relationships-- Focusing on SEL and the whole child is crucial. All team members must speak the same language and collaborate for the needs of all students. • Focused building goals and professional development (collaboration and instruction) will support this need as well as building and utilizing the data from common assessments. • Teach material on grade level with rigor the first time, exposing all students to a curriculum that will move the needle (CKLA with integrity). • Focus on Clarity and Success Criteria for all students and high engagement strategies. • Drive Goal setting in math, reading, and SEL • Retaining and attracting highly qualified teachers and classified staff. • Partner with families to focus on chronic absenteeism.
Budget actions to address barriers	• District purchase of new Math materials through the adoption process-ensuring the materials align with the standards. Intervention Tier curriculum purchased. • Continued support and PD with iXL materials for both Reading and Math. (Staff would like to see IXL reading. • PD continuing CKLA implementation and Hattie's high engagement strategies. • Increased salary to recruit and retain highly qualified certified and classified staff • Send staff to PD's specific to their need and content area.
Estimated time to proficiency	While our board of education, administration, teachers, and classified staff work tirelessly to meet the academic and social emotional needs of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those include: the ever-changing population of students bringing a varying degree of cognitive abilities and disabilities which preclude us from being able to guarantee a date when all students will meet a singular level of proficiency, as well as the lack of funding of special education.
Professional development and learning	• The Science of Reading and applying what has been learned the past several years during LETRS professional development • Professional development in dealing with student behavior. The amount of time dealing with student behavior impacts instructional time. • CKLA and Writing, specifically beginning at the sentence level and working to develop complex sentences that make cohesive paragraphs • Math fluency and levels of continued application • Project Based Learning • Data and would like to continue to learn more about different types of assessments and the data that they provide • Five Hattie Strategies for building focus. Success Criteria and Clarity. Ways to fully engage students in their learning with research-based best instructional practices • Social/emotional needs and how to assist students with mental health concerns

Building Needs Assessment Comments	
Category	Building Response
	Character Strong SEL program and building wide consistency
Additional budget and staffing actions	Pay for iXL reading and math

Horizon Elementary

Principal: Elexis Brack

Staffing

Category	24-25	25-26	Projected 26-27
Certified Staff	25	35	35
Classified Staff	16	13.5	14
Student-Teacher Ratio	14:1	20:1	21:1
Student-Staff Ratio	9:1	10:1	11:1

Student Indicators

Indicator	24-25	25-26	Projected 26-27
Total Enrollment	351	362	377
Students with IEPs	53	53	54
Students on Free/Reduced Lunch	71	72	72
ELL Students	1	5	5
Average Daily Attendance	95.0%	93.0%	95.0%
Chronic Absenteeism	9.6%	9.0%	9.2%

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	25-26 Students	25-26 Sections	25-26 Class Size
K	53	3	17.67	62	3	20.67
1	50	3	16.67	57	3	19
2	54	3	18	53	3	17.67
3	59	3	19.67	62	3	20.67
4	59	3	19.67	66	3	22
5	76	3	25.33	62	3	20.67
Totals	351	18	19.5	362	18	20.11

Kansas State Assessment Data

ELA - Grade 3

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	92.0%	66.0%	90% / 60%

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 District	86.1%	60.3%	90% / 60%
2023 State	67.9%	38.1%	90% / 60%
2024 Building	87.0%	71.0%	90% / 60%
2024 District	83.8%	58.6%	90% / 60%
2024 State	68.5%	38.4%	90% / 60%
2025 Building	95.0%	81.0%	90% / 60%
2025 District	90.8%	73.3%	90% / 60%
2025 State	72.8%	51.9%	90% / 60%

Math - Grade 3

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	94.0%	76.0%	90% / 60%
2023 District	90.0%	71.4%	90% / 60%
2023 State	76.5%	50.4%	90% / 60%
2024 Building	94.0%	79.0%	90% / 60%
2024 District	89.9%	71.0%	90% / 60%
2024 State	76.8%	50.2%	90% / 60%
2025 Building	92.0%	62.0%	90% / 60%
2025 District	86.8%	61.1%	90% / 60%
2025 State	71.0%	41.8%	90% / 60%

ELA - Grade 4

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	95.0%	62.0%	90% / 60%
2023 District	92.8%	60.6%	90% / 60%
2023 State	81.0%	42.8%	90% / 60%
2024 Building	95.0%	59.0%	90% / 60%
2024 District	91.9%	63.2%	90% / 60%
2024 State	81.3%	43.3%	90% / 60%
2025 Building	94.0%	74.0%	90% / 60%
2025 District	88.0%	67.9%	90% / 60%
2025 State	72.5%	49.2%	90% / 60%

Math - Grade 4

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	93.0%	56.0%	90% / 60%
2023 District	94.0%	56.2%	90% / 60%
2023 State	80.9%	37.6%	90% / 60%
2024 Building	88.0%	61.0%	90% / 60%
2024 District	90.3%	57.2%	90% / 60%

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2024 State	79.9%	37.1%	90% / 60%
2025 Building	93.0%	69.0%	90% / 60%
2025 District	89.0%	65.3%	90% / 60%
2025 State	72.1%	42.0%	90% / 60%

ELA - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	84.0%	56.0%	90% / 60%
2023 District	85.2%	57.4%	90% / 60%
2023 State	67.7%	39.5%	90% / 60%
2024 Building	88.0%	60.0%	90% / 60%
2024 District	82.9%	54.9%	90% / 60%
2024 State	68.1%	39.3%	90% / 60%
2025 Building	92.0%	69.0%	90% / 60%
2025 District	85.5%	67.5%	90% / 60%
2025 State	72.6%	49.2%	90% / 60%

Math - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	86.0%	57.0%	90% / 60%
2023 District	82.4%	47.8%	90% / 60%
2023 State	65.6%	31.3%	90% / 60%
2024 Building	87.0%	59.0%	90% / 60%
2024 District	83.7%	49.9%	90% / 60%
2024 State	65.7%	32.3%	90% / 60%
2025 Building	85.0%	66.0%	90% / 60%
2025 District	85.9%	61.3%	90% / 60%
2025 State	72.3%	41.8%	90% / 60%

Science - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	96.0%	78.0%	90% / 60%
2023 District	89.3%	66.0%	90% / 60%
2023 State	71.6%	42.1%	90% / 60%
2024 Building	89.0%	61.0%	90% / 60%
2024 District	87.7%	64.9%	90% / 60%
2024 State	74.0%	45.0%	90% / 60%
2025 Building	90.0%	59.0%	90% / 60%
2025 District	88.7%	61.3%	90% / 60%
2025 State	76.1%	45.1%	90% / 60%

Building Needs Assessment Comments	
Category	Building Response
Barriers to proficiency	• Class sizes continue to increase • Student social-emotional concerns related to dysregulation, lack of intrinsic motivation, low stamina, lack of attention and focus • Attendance concerns and how to help families get students to school. • constraints with IEP support (para allotments, lack of para subs for coverage needs) • supports for families in need during school breaks and summer vacation • Connections B programming pulling from admin and staff support within the building due to safety concerns • Sub shortage which pulls resources from the building in order to cover classes • Time within the school day to allow for more flexibility to work on remediation and specific missing skills (instructional time allotment does not allow for any flexibility) • Lacking a certified math interventionist position (currently an aide position) which does not allow for specificity within the content area to meet needs of students who are struggling (and/or more PD required)
Budget actions to address barriers	• Create a certified math position for math intervention • Add an additional building aide or full-time sub to support one or a couple buildings that can help cover areas in need when support is pulled for Connections B or subbing • Incentivize para subs or look at a way to increase the number available • Provide summer tutoring again (especially for those families who are unable to afford private tutoring) • Allocate budget money toward PD related to helping students with motivation, stamina, attention/focus, and dysregulation
Estimated time to proficiency	We anticipate at least three years to measure growth and progress of students. This will also allow the opportunity to assess the impacts of new programs and relevant instructional opportunities for students. These programs will provide support needed to increase learning and assessment scores. Although this is what is anticipated, we know that our reality may look different given yearly budget constraints and other societal impacts.
Professional development and learning	• Professional development in dealing with student behavior. The amount of time dealing with student behavior impacts instructional time. • Math fluency and levels of continued application • Continued training and fine-tuning of systems and support to remediate and work on phonics and comprehension skills (utilizing 95% and the most effective ways to meet student needs during MTSS intervention time. • Project Based Learning • PD on Quality Instruction and ways to fully engage students in their learning with research-based best instructional practices. • Social/emotional needs and how to assist students with mental health concerns

Building Needs Assessment Comments	
Category	Building Response
	Character Strong SEL program and building wide consistency
Additional budget and staffing actions	The above mentioned PD focus areas could cost additional money in order to get high-quality, qualified individuals in to train and support teachers. It would also be helpful to continue to pay for iXL in Math and add iXL for reading (especially in 5th grade).

Mize Elementary

Principal: Not provided

Staffing

Category	24-25	25-26	Projected 26-27
Certified Staff	45	45	45
Classified Staff	26	23	25
Student-Teacher Ratio	10:1	10:1	10:1
Student-Staff Ratio	6:1	7:1	6:1

Student Indicators

Indicator	24-25	25-26	Projected 26-27
Total Enrollment	475	485	467
Students with IEPs	100	93	105
Students on Free/Reduced Lunch	63	58	58
ELL Students	0	0	0
Average Daily Attendance	93.1%	91.6%	91.6%
Chronic Absenteeism	6.8%	11.5%	7.4%

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	25-26 Students	25-26 Sections	25-26 Class Size
K	61	4	15.25	82	4	20.5
1	72	4	18	70	4	17.5
2	69	4	17.25	80	4	20
3	77	4	19.25	80	4	20
4	88	4	22	77	4	19.25
5	85	4	21.25	96	4	24
Totals	452	24	18.83	485	24	20.21

Kansas State Assessment Data

ELA - Grade 3

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	77.0%	48.0%	90% / 60%
2023 District	86.1%	60.3%	90% / 60%
2023 State	67.9%	38.1%	90% / 60%
2024 Building	94.0%	73.0%	90% / 60%
2024 District	83.8%	58.6%	90% / 60%
2024 State	68.5%	38.4%	90% / 60%
2025 Building	94.0%	79.0%	90% / 60%
2025 District	90.8%	73.3%	90% / 60%
2025 State	72.8%	51.9%	90% / 60%

Math - Grade 3

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	82.0%	68.0%	90% / 60%
2023 District	90.0%	71.4%	90% / 60%
2023 State	76.5%	50.4%	90% / 60%
2024 Building	98.0%	87.0%	90% / 60%
2024 District	89.9%	71.0%	90% / 60%
2024 State	76.8%	50.2%	90% / 60%
2025 Building	96.0%	77.0%	90% / 60%
2025 District	86.8%	61.1%	90% / 60%
2025 State	71.0%	41.8%	90% / 60%

ELA - Grade 4

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	92.0%	75.0%	90% / 60%
2023 District	92.8%	60.6%	90% / 60%
2023 State	81.0%	42.8%	90% / 60%
2024 Building	84.0%	57.0%	90% / 60%
2024 District	91.9%	63.2%	90% / 60%
2024 State	81.3%	43.3%	90% / 60%
2025 Building	92.0%	75.0%	90% / 60%
2025 District	88.0%	67.9%	90% / 60%
2025 State	72.5%	49.2%	90% / 60%

Math - Grade 4

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	98.0%	70.0%	90% / 60%

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 District	94.0%	56.2%	90% / 60%
2023 State	80.9%	37.6%	90% / 60%
2024 Building	86.0%	57.0%	90% / 60%
2024 District	90.3%	57.2%	90% / 60%
2024 State	79.9%	37.1%	90% / 60%
2025 Building	93.0%	74.0%	90% / 60%
2025 District	89.0%	65.3%	90% / 60%
2025 State	72.1%	42.0%	90% / 60%

ELA - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	93.0%	70.0%	90% / 60%
2023 District	85.2%	57.4%	90% / 60%
2023 State	67.7%	39.5%	90% / 60%
2024 Building	87.0%	65.0%	90% / 60%
2024 District	82.9%	54.9%	90% / 60%
2024 State	68.1%	39.3%	90% / 60%
2025 Building	83.0%	70.0%	90% / 60%
2025 District	85.5%	67.5%	90% / 60%
2025 State	72.6%	49.2%	90% / 60%

Math - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	91.0%	55.0%	90% / 60%
2023 District	82.4%	47.8%	90% / 60%
2023 State	65.6%	31.3%	90% / 60%
2024 Building	90.0%	71.0%	90% / 60%
2024 District	83.7%	49.9%	90% / 60%
2024 State	65.7%	32.3%	90% / 60%
2025 Building	82.0%	69.0%	90% / 60%
2025 District	85.9%	61.3%	90% / 60%
2025 State	72.3%	41.8%	90% / 60%

Science - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	98.0%	88.0%	90% / 60%
2023 District	89.3%	66.0%	90% / 60%
2023 State	71.6%	42.1%	90% / 60%
2024 Building	97.0%	79.0%	90% / 60%
2024 District	87.7%	64.9%	90% / 60%

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2024 State	74.0%	45.0%	90% / 60%
2025 Building	92.0%	68.0%	90% / 60%
2025 District	88.7%	61.3%	90% / 60%
2025 State	76.1%	45.1%	90% / 60%

Building Needs Assessment Comments	
Category	Building Response
Barriers to proficiency	□ Building: - o Ensuring growth of our students through the Science of Reading - o Ensuring both the social and emotional needs of students - o Lack of classified support services and special education funding
Budget actions to address barriers	• □ Building Budget: • Our building has purchased and implemented programs to support students and teachers with the Science of Reading initiative. This has become an area of focus as we strive to increase reading proficiency and focus on high quality instruction. • This is an area that has become increasingly more difficult with state budget cuts to special education. • The hiring of a certified math interventionist would assist with providing support to students and allow for early intervention math support.
Estimated time to proficiency	▪ Building Response: We anticipate at least three years to measure growth and progress of students. This will also allow the opportunity to assess the impacts of new programs and relevant instructional opportunities for students. These programs will provide support needed to increase learning and assessment scores. Although this is what is anticipated, we know that our reality may look different given yearly budget constraints and other societal impacts.
Professional development and learning	• Differentiation • Behavior and Trauma Informed Care • Student and Teacher Goal Setting (Focus area as a building) • High Quality Instruction
Additional budget and staffing actions	• These are all areas that require professional development to assist in providing support and success for students. This is becoming increasingly more difficult with budget cuts. With the focus on high quality instruction, the areas of differentiation and trauma informed care are important elements to address to ensure success for all.

Prairie Ridge Elementary

Principal: Fulcher

Staffing

Category	24-25	25-26	Projected 26-27
Certified Staff	35	35	35
Classified Staff	19	24	25
Student-Teacher Ratio	19:01	21:01	19:01
Student-Staff Ratio	8:01	7:01	7:01

Student Indicators

Indicator	24-25	25-26	Projected 26-27
Total Enrollment	430	420	395
Students with IEPs	81	79	80
Students on Free/Reduced Lunch	32	31	32
ELL Students	0	0	0
Average Daily Attendance	94.7%	95.8%	95.2%
Chronic Absenteeism	4.0%	6.0%	4.7%

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	25-26 Students	25-26 Sections	25-26 Class Size
K	61	4	15.25	61	3	20.33
1	74	4	18.5	62	3	20.67
2	75	4	18.75	75	4	18.75
3	69	3	23	79	4	19.75
4	69	3	23	72	3	24
5	82	4	20.5	71	3	23.67
Totals	279	15	18.6	277	14	19.79

Kansas State Assessment Data

ELA - Grade 3

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	96.0%	80.0%	90% / 60%
2023 District	86.1%	60.3%	90% / 60%
2023 State	67.9%	38.1%	90% / 60%
2024 Building	91.0%	65.0%	90% / 60%
2024 District	83.8%	58.6%	90% / 60%
2024 State	68.5%	38.4%	90% / 60%
2025 Building	94.0%	79.0%	90% / 60%
2025 District	90.8%	73.3%	90% / 60%
2025 State	72.8%	51.9%	90% / 60%

Math - Grade 3

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	97.0%	85.0%	90% / 60%
2023 District	90.0%	71.4%	90% / 60%
2023 State	76.5%	50.4%	90% / 60%
2024 Building	99.0%	82.0%	90% / 60%
2024 District	89.9%	71.0%	90% / 60%

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2024 State	76.8%	50.2%	90% / 60%
2025 Building	96.0%	75.0%	90% / 60%
2025 District	86.8%	61.1%	90% / 60%
2025 State	71.0%	41.8%	90% / 60%

ELA - Grade 4

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	94.0%	59.0%	90% / 60%
2023 District	92.8%	60.6%	90% / 60%
2023 State	81.0%	42.8%	90% / 60%
2024 Building	95.0%	77.0%	90% / 60%
2024 District	91.9%	63.2%	90% / 60%
2024 State	81.3%	43.3%	90% / 60%
2025 Building	90.0%	65.0%	90% / 60%
2025 District	88.0%	67.9%	90% / 60%
2025 State	72.5%	49.2%	90% / 60%

Math - Grade 4

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	98.0%	58.0%	90% / 60%
2023 District	94.0%	56.2%	90% / 60%
2023 State	80.9%	37.6%	90% / 60%
2024 Building	99.0%	71.0%	90% / 60%
2024 District	90.3%	57.2%	90% / 60%
2024 State	79.9%	37.1%	90% / 60%
2025 Building	91.0%	65.0%	90% / 60%
2025 District	89.0%	65.3%	90% / 60%
2025 State	72.1%	42.0%	90% / 60%

ELA - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	86.0%	66.0%	90% / 60%
2023 District	85.2%	57.4%	90% / 60%
2023 State	67.7%	39.5%	90% / 60%
2024 Building	87.0%	63.0%	90% / 60%
2024 District	82.9%	54.9%	90% / 60%
2024 State	68.1%	39.3%	90% / 60%
2025 Building	95.0%	84.0%	90% / 60%
2025 District	85.5%	67.5%	90% / 60%
2025 State	72.6%	49.2%	90% / 60%

Math - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	91.0%	55.0%	90% / 60%
2023 District	82.4%	47.8%	90% / 60%
2023 State	65.6%	31.3%	90% / 60%
2024 Building	87.0%	54.0%	90% / 60%
2024 District	83.7%	49.9%	90% / 60%
2024 State	65.7%	32.3%	90% / 60%
2025 Building	96.0%	75.0%	90% / 60%
2025 District	85.9%	61.3%	90% / 60%
2025 State	72.3%	41.8%	90% / 60%

Science - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	92.0%	71.0%	90% / 60%
2023 District	89.3%	66.0%	90% / 60%
2023 State	71.6%	42.1%	90% / 60%
2024 Building	90.0%	66.0%	90% / 60%
2024 District	87.7%	64.9%	90% / 60%
2024 State	74.0%	45.0%	90% / 60%
2025 Building	98.0%	80.0%	90% / 60%
2025 District	88.7%	61.3%	90% / 60%
2025 State	76.1%	45.1%	90% / 60%

Building Needs Assessment Comments	
Category	Building Response
Barriers to proficiency	- o Building Strong Relationships--Continuing to focus on building strong relationships with students, teachers, and parents. - o The need for curriculum alignment focusing on the written, taught, and assessed curriculum. Focused building goals and professional development will support this need as well as building and utilizing the data from common assessments. - o Ensuring the growth of students through the Science of Reading. One area is addressing the lack of explicit instruction in phonics in CKLA in certain grade levels. - o Appropriate data analysis that drives instruction. - o Retaining and attracting highly qualified teachers and classified staff. - o Working closely with parents to address the number of students that are chronically absent.
Budget actions to address barriers	- o Fully funding of special education from the state level - o Sending staff to the PLC Institute - o Professional Development around curriculum alignment, common assessments, and data. - o Increased salary to recruit and retain highly qualified certified and classified staff
Estimated time to proficiency	While our board of education, administration, teachers, and classified staff work tirelessly to meet the academic and social emotional needs of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those include: the ever-changing population of students bringing a varying degree of cognitive abilities and disabilities which preclude us from being able to guarantee a date when all students will meet a singular level of proficiency, as well as the lack of funding of special education.
Professional development and learning	• Professional development in dealing with student behavior. The amount of time dealing with student behavior impacts instructional time. • Social/emotional needs and how to assist students with mental health concerns • The amount of spiraling in math and how it looks at each grade level • Common Formative Assessments-how to create CFAs, how to analyze data from CFAs, how to impact instruction from the data collected • Data and would like to continue to learn more about different types of assessments and the data that they provide • Ways to fully engage students in their learning with research-based best instructional
Additional budget and staffing actions	There is not a need to hire additional staff. We need to focus our energies on curriculum, high quality instructional materials, and giving appropriate assessments while using data to drive instruction.

Riverview Elementary

Principal: Janell Urban

Staffing

Category	24-25	25-26	Projected 26-27
Certified Staff	31	30	29
Classified Staff	25	25	25
Student-Teacher Ratio	7.5:1	7:1	7:1
Student-Staff Ratio	8:1	7.5:1	7.5:1

Student Indicators

Indicator	24-25	25-26	Projected 26-27
Total Enrollment	441	417	398
Students with IEPs	63	51	53
Students on Free/Reduced Lunch	20	50	45
ELL Students	31	23	21
Average Daily Attendance	95.1%	95.2%	92.0%
Chronic Absenteeism	9.5%	7.6%	6.0%

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	25-26 Students	25-26 Sections	25-26 Class Size
K	57	3	19	57	3	19
1	63	3	21	57	3	19
2	79	4	19.75	70	3	23.3
3	78	4	19.5	71	4	17.75
4	84	4	21	73	4	18.25
5	80	4	20	85	4	21.25
Totals	441	22	20	416	21	19.8

Kansas State Assessment Data

ELA - Grade 3

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	87.0%	64.0%	90% / 60%
2023 District	86.1%	60.3%	90% / 60%
2023 State	67.9%	38.1%	90% / 60%
2024 Building	82.0%	55.0%	90% / 60%
2024 District	83.8%	58.6%	90% / 60%
2024 State	68.5%	38.4%	90% / 60%
2025 Building	93.0%	82.0%	90% / 60%

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2025 District	90.8%	73.3%	90% / 60%
2025 State	72.8%	51.9%	90% / 60%

Math - Grade 3

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	92.0%	77.0%	90% / 60%
2023 District	90.0%	71.4%	90% / 60%
2023 State	76.5%	50.4%	90% / 60%
2024 Building	92.0%	74.0%	90% / 60%
2024 District	89.9%	71.0%	90% / 60%
2024 State	76.8%	50.2%	90% / 60%
2025 Building	89.0%	73.0%	90% / 60%
2025 District	86.8%	61.1%	90% / 60%
2025 State	71.0%	41.8%	90% / 60%

ELA - Grade 4

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	91.0%	58.0%	90% / 60%
2023 District	92.8%	60.6%	90% / 60%
2023 State	81.0%	42.8%	90% / 60%
2024 Building	92.0%	66.0%	90% / 60%
2024 District	91.9%	63.2%	90% / 60%
2024 State	81.3%	43.3%	90% / 60%
2025 Building	90.0%	70.0%	90% / 60%
2025 District	88.0%	67.9%	90% / 60%
2025 State	72.5%	49.2%	90% / 60%

Math - Grade 4

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	86.0%	41.0%	90% / 60%
2023 District	94.0%	56.2%	90% / 60%
2023 State	80.9%	37.6%	90% / 60%
2024 Building	90.0%	49.0%	90% / 60%
2024 District	90.3%	57.2%	90% / 60%
2024 State	79.9%	37.1%	90% / 60%
2025 Building	86.0%	60.0%	90% / 60%
2025 District	89.0%	65.3%	90% / 60%
2025 State	72.1%	42.0%	90% / 60%

ELA - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	85.0%	58.0%	90% / 60%
2023 District	85.2%	57.4%	90% / 60%
2023 State	67.7%	39.5%	90% / 60%
2024 Building	75.0%	46.0%	90% / 60%
2024 District	82.9%	54.9%	90% / 60%
2024 State	68.1%	39.3%	90% / 60%
2025 Building	89.0%	69.0%	90% / 60%
2025 District	85.5%	67.5%	90% / 60%
2025 State	72.6%	49.2%	90% / 60%

Math - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	82.0%	47.0%	90% / 60%
2023 District	82.4%	47.8%	90% / 60%
2023 State	65.6%	31.3%	90% / 60%
2024 Building	77.0%	42.0%	90% / 60%
2024 District	83.7%	49.9%	90% / 60%
2024 State	65.7%	32.3%	90% / 60%
2025 Building	91.0%	55.0%	90% / 60%
2025 District	85.9%	61.3%	90% / 60%
2025 State	72.3%	41.8%	90% / 60%

Science - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	87.0%	55.0%	90% / 60%
2023 District	89.3%	66.0%	90% / 60%
2023 State	71.6%	42.1%	90% / 60%
2024 Building	88.0%	55.0%	90% / 60%
2024 District	87.7%	64.9%	90% / 60%
2024 State	74.0%	45.0%	90% / 60%
2025 Building	92.0%	57.0%	90% / 60%
2025 District	88.7%	61.3%	90% / 60%
2025 State	76.1%	45.1%	90% / 60%

Building Needs Assessment Comments	
Category	Building Response
Barriers to proficiency	Barriers to student proficiency include inconsistent implementation of high impact instructional practices across classrooms, gaps in aligned and rigorous research-based instructional resources (particularly in math, science, and social studies), and limited systematic support for multilingual learners and students with diverse needs within core instruction. Additionally, inconsistent use of data to inform instruction, variability in student engagement and ownership of learning impact student progress toward grade-level proficiency.
Budget actions to address barriers	Budget actions should prioritize strengthening high-quality core instruction for all students, with a particular focus on supporting multilingual learners and students with diverse learning needs. Funding should be allocated for aligned, research-based instructional resources and targeted supports that increase access to grade-level content within the core classroom. Continued investment in professional learning and instructional coaching is needed to ensure consistent implementation of high-impact instructional practices, differentiation strategies, and effective supports for multilingual learners across all classrooms. Additionally, adding a classroom teaching position to support smaller class sizes in the 3rd grade class for 2026-2027 school year would allow for more individualized instruction, increased student engagement, and stronger intervention and support within the classroom setting. Smaller class sizes would also provide teachers with greater opportunities to respond to student needs through targeted instruction and relationship building.
Estimated time to proficiency	If the identified budget actions were implemented with consistency and fidelity, it is estimated that measurable growth toward grade-level proficiency would occur within 1–2 academic years for many students, with continued progress over multiple years for students requiring more intensive support. Increased access to high-quality instruction, targeted supports for multilingual learners, ongoing professional development, and smaller class sizes would strengthen instructional effectiveness and improve student outcomes over time. Progress would be monitored regularly through district and state assessment data, classroom performance, and intervention measures to ensure instructional adjustments are made based on student needs.
Professional development and learning	District professional development and learning opportunities should focus on strengthening consistent, high-quality instructional practices across all classrooms, with an emphasis on supporting multilingual learners and diverse student needs within core instruction. Ongoing professional learning should include high-impact instructional strategies, differentiation, language supports, data-driven decision making, and effective use of aligned instructional resources. Continued instructional coaching, collaborative planning opportunities, and professional learning communities will support staff in implementing new learning with fidelity and consistency. District-supported professional development should also provide teachers with opportunities to analyze student data, refine instructional practices, and share successful strategies that increase student engagement and achievement.

Building Needs Assessment Comments	
Category	Building Response
Additional budget and staffing actions	Increase funding for high-quality instructional resources, targeted supports for multilingual learners, ongoing professional development and instructional coaching, and an additional classroom teacher to support smaller class sizes and more individualized instruction.

Starside Elementary

Principal: Not provided

Staffing

Category	24-25	25-26	Projected 26-27
Certified Staff	46	46	45
Classified Staff	25	25	24
Student-Teacher Ratio	9:1	9:1	9:1
Student-Staff Ratio	6:1	6:1	6:1

Student Indicators

Indicator	24-25	25-26	Projected 26-27
Total Enrollment	430	411	415
Students with IEPs	83	71	—
Students on Free/Reduced Lunch	52	47	47
ELL Students	111	113	110
Average Daily Attendance	96.0%	94.3%	95.0%
Chronic Absenteeism	10.0%	6.8%	4.0%

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	25-26 Students	25-26 Sections	25-26 Class Size
K	68	4	17	60	3	20
1	65	3	21.67	69	4	17.25
2	68	3	22.67	60	3	20
3	85	4	21.25	65	3	21.67
4	73	4	18.25	82	4	20.5
5	71	3	23.67	75	3	25
Totals	430	21	20.48	411	20	20.55

Kansas State Assessment Data

ELA - Grade 3

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	68.0%	29.0%	90% / 60%
2023 District	86.1%	60.3%	90% / 60%
2023 State	67.9%	38.1%	90% / 60%
2024 Building	64.0%	32.0%	90% / 60%
2024 District	83.8%	58.6%	90% / 60%
2024 State	68.5%	38.4%	90% / 60%
2025 Building	88.0%	74.0%	90% / 60%
2025 District	90.8%	73.3%	90% / 60%
2025 State	72.8%	51.9%	90% / 60%

Math - Grade 3

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	80.0%	49.0%	90% / 60%
2023 District	90.0%	71.4%	90% / 60%
2023 State	76.5%	50.4%	90% / 60%
2024 Building	76.0%	41.0%	90% / 60%
2024 District	89.9%	71.0%	90% / 60%
2024 State	76.8%	50.2%	90% / 60%
2025 Building	83.0%	48.0%	90% / 60%
2025 District	86.8%	61.1%	90% / 60%
2025 State	71.0%	41.8%	90% / 60%

ELA - Grade 4

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	84.0%	37.0%	90% / 60%
2023 District	92.8%	60.6%	90% / 60%
2023 State	81.0%	42.8%	90% / 60%
2024 Building	83.0%	42.0%	90% / 60%
2024 District	91.9%	63.2%	90% / 60%
2024 State	81.3%	43.3%	90% / 60%
2025 Building	80.0%	54.0%	90% / 60%
2025 District	88.0%	67.9%	90% / 60%
2025 State	72.5%	49.2%	90% / 60%

Math - Grade 4

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	94.0%	33.0%	90% / 60%

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 District	94.0%	56.2%	90% / 60%
2023 State	80.9%	37.6%	90% / 60%
2024 Building	80.0%	37.0%	90% / 60%
2024 District	90.3%	57.2%	90% / 60%
2024 State	79.9%	37.1%	90% / 60%
2025 Building	77.0%	43.0%	90% / 60%
2025 District	89.0%	65.3%	90% / 60%
2025 State	72.1%	42.0%	90% / 60%

ELA - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	69.0%	37.0%	90% / 60%
2023 District	85.2%	57.4%	90% / 60%
2023 State	67.7%	39.5%	90% / 60%
2024 Building	68.0%	28.0%	90% / 60%
2024 District	82.9%	54.9%	90% / 60%
2024 State	68.1%	39.3%	90% / 60%
2025 Building	75.0%	52.0%	90% / 60%
2025 District	85.5%	67.5%	90% / 60%
2025 State	72.6%	49.2%	90% / 60%

Math - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	71.0%	25.0%	90% / 60%
2023 District	82.4%	47.8%	90% / 60%
2023 State	65.6%	31.3%	90% / 60%
2024 Building	69.0%	21.0%	90% / 60%
2024 District	83.7%	49.9%	90% / 60%
2024 State	65.7%	32.3%	90% / 60%
2025 Building	70.0%	35.0%	90% / 60%
2025 District	85.9%	61.3%	90% / 60%
2025 State	72.3%	41.8%	90% / 60%

Science - Grade 5

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	76.0%	48.0%	90% / 60%
2023 District	89.3%	66.0%	90% / 60%
2023 State	71.6%	42.1%	90% / 60%
2024 Building	67.0%	41.0%	90% / 60%
2024 District	87.7%	64.9%	90% / 60%

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2024 State	74.0%	45.0%	90% / 60%
2025 Building	73.0%	44.0%	90% / 60%
2025 District	88.7%	61.3%	90% / 60%
2025 State	76.1%	45.1%	90% / 60%

Building Needs Assessment Comments	
Category	Building Response
Barriers to proficiency	Some barriers that must be overcome for each student to achieve grade-level proficiency on assessments include the need for continued staff learning and implementation of our new CKLA resource, gaps in learning that require timely and targeted intervention support, and challenges related to student engagement, attendance, and social-emotional readiness that can impact learning and academic growth.
Budget actions to address barriers	Budget actions that should be taken to address and remove those barriers include continued investment in professional learning and instructional support for effective implementation of the CKLA resource, continued review of the effectiveness of intervention programs and continued funding for tier staff to provide targeted academic support. We are also in need of a new math resource and training. Additionally, we would benefit from an investment in resources that support student engagement, attendance, and social-emotional needs to improve overall student success. Many of these initiatives are currently underway.
Estimated time to proficiency	We have seen great growth this year. Within 2 years each student could achieve grade level proficiency in reading. Math may take longer depending on the timeline of implementation of a new curriculum and training.
Professional development and learning	Continued professional development and instructional support for effective implementation of the CKLA resource Professional learning focused on proactive behavior strategies and classroom management to maximize instructional time Training and support in building math fluency and strengthening implementation of mathematical practices Professional development focused on supporting students' social-emotional and mental health needs Continued implementation and building-wide consistency with the Character Strong SEL program
Additional budget and staffing actions	Work with resource companies to provide continued professional development. Continue to fund IXL math. Secure a new math resource.

Lexington Trails Middle School

Principal: Clark McCracken

Staffing

Category	24-25	25-26	Projected 26-27
Certified Staff	35	35	35
Classified Staff	18	18	18
Student-Teacher Ratio	17:1	17:1	17:1
Student-Staff Ratio	7.5	7.5	7.5

Student Indicators

Indicator	24-25	25-26	Projected 26-27
Total Enrollment	402	398	398
Students with IEPs	63	68	68
Students on Free/Reduced Lunch	124	115	115
ELL Students	29	26	26
Average Daily Attendance	93.0%	94.0%	95.0%
Chronic Absenteeism	5% (19 students)	12.9%	6.0%

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	25-26 Students	25-26 Sections	25-26 Class Size
6	122	5	24.4	124	5	24.8
7	139	5	27.8	124	5	24.8
8	144	5	28.8	150	5	30
Totals	405	15	27	398	15	26.53

Kansas State Assessment Data

ELA - Grade 6

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	79.0%	50.0%	90% / 60%
2024 Building	86.0%	51.0%	90% / 60%
2025 Building	89.0%	61.0%	90% / 60%
2023 District	79.2%	46.3%	90% / 60%
2024 District	81.7%	48.8%	90% / 60%
2025 District	83.7%	55.5%	90% / 60%
2023 State	63.1%	33.7%	90% / 60%
2024 State	62.2%	33.5%	90% / 60%
2025 State	71.7%	41.5%	90% / 60%

Math - Grade 6

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	91.0%	65.0%	90% / 60%
2024 Building	91.0%	76.0%	90% / 60%
2025 Building	96.0%	60.0%	90% / 60%
2023 District	86.8%	54.3%	90% / 60%
2024 District	88.4%	58.9%	90% / 60%
2025 District	89.9%	62.0%	90% / 60%
2023 State	64.6%	29.9%	90% / 60%
2024 State	63.5%	29.7%	90% / 60%

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2025 State	73.0%	39.3%	90% / 60%

ELA - Grade 7

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	87.0%	53.0%	90% / 60%
2024 Building	86.0%	60.0%	90% / 60%
2025 Building	90.0%	60.0%	90% / 60%
2023 District	77.6%	42.1%	90% / 60%
2024 District	79.5%	48.7%	90% / 60%
2025 District	86.4%	58.3%	90% / 60%
2023 State	63.3%	31.7%	90% / 60%
2024 State	62.9%	31.5%	90% / 60%
2025 State	71.3%	41.9%	90% / 60%

Math - Grade 7

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	93.0%	56.0%	90% / 60%
2024 Building	91.0%	50.0%	90% / 60%
2025 Building	90.0%	62.0%	90% / 60%
2023 District	90.5%	46.3%	90% / 60%
2024 District	91.6%	46.2%	90% / 60%
2025 District	90.9%	58.3%	90% / 60%
2023 State	75.2%	27.5%	90% / 60%
2024 State	75.5%	28.1%	90% / 60%
2025 State	71.8%	35.4%	90% / 60%

ELA - Grade 8

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	92.0%	49.0%	90% / 60%
2024 Building	80.0%	40.0%	90% / 60%
2025 Building	91.0%	66.0%	90% / 60%
2023 District	80.3%	33.5%	90% / 60%
2024 District	82.5%	34.9%	90% / 60%
2025 District	87.0%	54.0%	90% / 60%
2023 State	63.1%	20.8%	90% / 60%
2024 State	63.4%	22.3%	90% / 60%
2025 State	70.2%	40.3%	90% / 60%

Math - Grade 8

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	80.0%	51.0%	90% / 60%
2024 Building	79.0%	47.0%	90% / 60%
2025 Building	91.0%	64.0%	90% / 60%
2023 District	73.9%	38.6%	90% / 60%
2024 District	74.7%	34.2%	90% / 60%
2025 District	88.5%	54.1%	90% / 60%
2023 State	52.2%	22.8%	90% / 60%
2024 State	53.1%	23.9%	90% / 60%
2025 State	71.6%	37.6%	90% / 60%

Science - Grade 8

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	78.0%	45.0%	90% / 60%
2024 Building	83.0%	51.0%	90% / 60%
2025 Building	90.0%	69.0%	90% / 60%
2023 District	69.3%	34.9%	90% / 60%
2024 District	73.9%	37.8%	90% / 60%
2025 District	83.8%	55.2%	90% / 60%
2023 State	51.3%	22.7%	90% / 60%
2024 State	53.2%	24.9%	90% / 60%
2025 State	65.0%	38.0%	90% / 60%

Building Needs Assessment Comments	
Category	Building Response
Barriers to proficiency	• students entering middle school missing skills in reading and math • students enter middle school academically behind according to standardized test scores • absenteeism • lack of student and parent involvement at school
Budget actions to address barriers	• Building Budget: We cannot control what level students enter LTMS at, and we cannot control students' home life. However, we can get kids involved and committed to school. • LTMS needs funding for before and after school programs and staffing. - • We need stipends for sponsors, coaches, and/or hourly rates of pay to encourage our BEST staff to give up their time after school to tutor, coach or sponsor • This would reach a demographic of students that are currently uninvolved in co/extracurricular activities. • We began this two years ago and have seen positive results (less discipline, better grades, etc.)
Estimated time to proficiency	We can have 95% of students involved in activities at LTMS in the next two years with adequate funding (PSP, Esports, Wellness, and current clubs/athletics/activities). Our students involved in before or after school activities score higher on standardized tests, pass more classes, and have better attendance than those who are not involved.
Professional development and learning	• Student engagement strategies • SEL/Behavior/Classroom Management • Vocabulary Instruction • PLC process and vertical collaboration/professional development for core content areas (continued work on essential standards and curriculum alignment) • Visible Learning (effect sizes) • Student Portfolios/ High Quality Work
Additional budget and staffing actions	- funding for Panther Success Program, and continued support of MTSS Tier II and III classes

Mill Creek Middle School

Principal: Denise Legore Seawood

Staffing

Category	24-25	25-26	Projected 26-27
Certified Staff	56	57	58.5
Classified Staff	23	27	27
Student-Teacher Ratio	12:1	12:1	12:1
Student-Staff Ratio	9:1	8:1	8:1

Student Indicators

Indicator	24-25	25-26	Projected 26-27
Total Enrollment	680	704	713
Students with IEPs	94	103	113
Students on Free/Reduced Lunch	86	91	93
ELL Students	17	12	6
Average Daily Attendance	94.5%	88.0%	95.0%
Chronic Absenteeism	4.7%	9.7%	5.0%

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	25-26 Students	25-26 Sections	25-26 Class Size
6	223	10	22.3	226	10	22.6
7	240	10	24	238	10	23.8
8	209	9	23.22	240	9	26.67
Totals	672	29	23.17	704	29	24.28

Kansas State Assessment Data

ELA - Grade 6

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	77.0%	41.0%	90% / 60%
2024 Building	81.0%	49.0%	90% / 60%
2025 Building	82.0%	51.0%	90% / 60%
2023 District	79.2%	46.3%	90% / 60%
2024 District	81.7%	48.8%	90% / 60%
2025 District	83.7%	55.5%	90% / 60%
2023 State	63.1%	33.7%	90% / 60%
2024 State	62.2%	33.5%	90% / 60%
2025 State	71.7%	41.5%	90% / 60%

Math - Grade 6

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	93.0%	58.0%	90% / 60%
2024 Building	91.0%	53.0%	90% / 60%
2025 Building	86.0%	55.0%	90% / 60%
2023 District	86.8%	54.3%	90% / 60%
2024 District	88.4%	58.9%	90% / 60%
2025 District	89.9%	62.0%	90% / 60%
2023 State	64.6%	29.9%	90% / 60%
2024 State	63.5%	29.7%	90% / 60%

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2025 State	73.0%	39.3%	90% / 60%

ELA - Grade 7

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	74.0%	46.0%	90% / 60%
2024 Building	80.0%	42.0%	90% / 60%
2025 Building	85.0%	57.0%	90% / 60%
2023 District	77.6%	42.1%	90% / 60%
2024 District	79.5%	48.7%	90% / 60%
2025 District	86.4%	58.3%	90% / 60%
2023 State	63.3%	31.7%	90% / 60%
2024 State	62.9%	31.5%	90% / 60%
2025 State	71.3%	41.9%	90% / 60%

Math - Grade 7

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	89.0%	45.0%	90% / 60%
2024 Building	92.0%	45.0%	90% / 60%
2025 Building	93.0%	54.0%	90% / 60%
2023 District	90.5%	46.3%	90% / 60%
2024 District	91.6%	46.2%	90% / 60%
2025 District	90.9%	58.3%	90% / 60%
2023 State	75.2%	27.5%	90% / 60%
2024 State	75.5%	28.1%	90% / 60%
2025 State	71.8%	35.4%	90% / 60%

ELA - Grade 8

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	72.0%	21.0%	90% / 60%
2024 Building	80.0%	28.0%	90% / 60%
2025 Building	82.0%	37.0%	90% / 60%
2023 District	80.3%	33.5%	90% / 60%
2024 District	82.5%	34.9%	90% / 60%
2025 District	87.0%	54.0%	90% / 60%
2023 State	63.1%	20.8%	90% / 60%
2024 State	63.4%	22.3%	90% / 60%
2025 State	70.2%	40.3%	90% / 60%

Math - Grade 8

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	68.0%	23.0%	90% / 60%
2024 Building	72.0%	28.0%	90% / 60%
2025 Building	90.0%	45.0%	90% / 60%
2023 District	73.9%	38.6%	90% / 60%
2024 District	74.7%	34.2%	90% / 60%
2025 District	88.5%	54.1%	90% / 60%
2023 State	52.2%	22.8%	90% / 60%
2024 State	53.1%	23.9%	90% / 60%
2025 State	71.6%	37.6%	90% / 60%

Science - Grade 8

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	62.0%	27.0%	90% / 60%
2024 Building	67.0%	34.0%	90% / 60%
2025 Building	80.0%	47.0%	90% / 60%
2023 District	69.3%	34.9%	90% / 60%
2024 District	73.9%	37.8%	90% / 60%
2025 District	83.8%	55.2%	90% / 60%
2023 State	51.3%	22.7%	90% / 60%
2024 State	53.2%	24.9%	90% / 60%
2025 State	65.0%	38.0%	90% / 60%

Building Needs Assessment Comments	
Category	Building Response
Barriers to proficiency	• Lacking quality Tier 1 instruction, including rigor and grade level. • Vertical alignment across the curriculum and grade levels. • Tier II resources have not been implemented with a curriculum. • Rising levels of mental health issues, anxiety and absenteeism. • Identifying the missing academic pieces for our out of district transfer students. • Lack of grit and endurance. • Staff still working through the PLC process and steps.
Budget actions to address barriers	• Resources for reading, math and behaviors. • Funding for after school opportunities. • Funding to train all staff in the PLC model. • Resources/Personnel to support our students with anxiety and mental health issues. • Funding to provide RWL/ PBL training to staff to provide equity and opportunity to students. • Staffing to offer more choice and voice in exploratory offerings
Estimated time to proficiency	At Mill Creek Middle School, we recognize that students enter our doors with varying academic, social and emotional skills. While we cannot control their starting point, we will invest in training, resources and support to meet each student where they are and help them grow, We consistently monitor student progress and make data-informed adjustments so each student is successful.
Professional development and learning	PLC Process - standard alignment Engagement Strategies Visible Learning/Effect Size (Hattie) Creating rigorous learning environments. PBL/RWL training
Additional budget and staffing actions	Professional development opportunities. Funding for the Mustangs After Hours program to engage and connect every student in school. Staffing - MCMS students would benefit from another teacher at the 8th grade level who would teach pathways. This would allow for 2 5-person teams. Not only would this lower class sizes for all 8th grade students, this would free up 5 other educators to teach an additional exploratory students which would benefit the building wide population. This is a benefit for all students at MCMS. We would also benefit from another full time special education teacher. The needs that are moving into MCMS are high support with low functioning levels and behavior concerns. An additional staff member would allow for smaller, direct studies in multiple curricular areas.

Monticello Trails Middle School

Principal: Jennifer Smith

Staffing

Category	24-25	25-26	Projected 26-27
Certified Staff	61.5	61.7	62.2
Classified Staff	20	20	20
Student-Teacher Ratio	11:1	11:1	10:1
Student-Staff Ratio	8:1	9:1	8:1

Student Indicators

Indicator	24-25	25-26	Projected 26-27
Total Enrollment	654	699	642
Students with IEPs	90	114	108
Students on Free/Reduced Lunch	74	71	70
ELL Students	0	3	3
Average Daily Attendance	95.0%	93.0%	95.0%
Chronic Absenteeism	8.8%	9.0%	8.0%

Class Size Information

Grade	24-25 Students	24-25 Sections	24-25 Class Size	25-26 Students	25-26 Sections	25-26 Class Size
6	207	10	20.7	230	10	23
7	243	10	24.3	219	10	21.9
8	204	9	22.67	250	9	27.78
Totals	654	29	22.55	699	29	24.1

Kansas State Assessment Data

ELA - Grade 6

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	81.0%	49.0%	90% / 60%
2024 Building	81.0%	49.0%	90% / 60%
2025 Building	83.0%	57.0%	90% / 60%
2023 District	79.2%	46.3%	90% / 60%
2024 District	81.7%	48.8%	90% / 60%
2025 District	83.7%	55.5%	90% / 60%
2023 State	63.1%	33.7%	90% / 60%
2024 State	62.2%	33.5%	90% / 60%

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2025 State	71.7%	41.5%	90% / 60%

Math - Grade 6

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	78.0%	44.0%	90% / 60%
2024 Building	86.0%	57.0%	90% / 60%
2025 Building	91.0%	65.0%	90% / 60%
2023 District	86.8%	54.3%	90% / 60%
2024 District	88.4%	58.9%	90% / 60%
2025 District	89.9%	62.0%	90% / 60%
2023 State	64.6%	29.9%	90% / 60%
2024 State	63.5%	29.7%	90% / 60%
2025 State	73.0%	39.3%	90% / 60%

ELA - Grade 7

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	78.0%	38.0%	90% / 60%
2024 Building	77.0%	49.0%	90% / 60%
2025 Building	87.0%	55.0%	90% / 60%
2023 District	77.6%	42.1%	90% / 60%
2024 District	79.5%	48.7%	90% / 60%
2025 District	86.4%	58.3%	90% / 60%
2023 State	63.3%	31.7%	90% / 60%
2024 State	62.9%	31.5%	90% / 60%
2025 State	71.3%	41.9%	90% / 60%

Math - Grade 7

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	91.0%	43.0%	90% / 60%
2024 Building	94.0%	46.0%	90% / 60%
2025 Building	92.0%	62.0%	90% / 60%
2023 District	90.5%	46.3%	90% / 60%
2024 District	91.6%	46.2%	90% / 60%
2025 District	90.9%	58.3%	90% / 60%
2023 State	75.2%	27.5%	90% / 60%
2024 State	75.5%	28.1%	90% / 60%
2025 State	71.8%	35.4%	90% / 60%

ELA - Grade 8

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	81.0%	36.0%	90% / 60%
2024 Building	86.0%	38.0%	90% / 60%
2025 Building	92.0%	64.0%	90% / 60%
2023 District	80.3%	33.5%	90% / 60%
2024 District	82.5%	34.9%	90% / 60%
2025 District	87.0%	54.0%	90% / 60%
2023 State	63.1%	20.8%	90% / 60%
2024 State	63.4%	22.3%	90% / 60%
2025 State	70.2%	40.3%	90% / 60%

Math - Grade 8

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	76.0%	45.0%	90% / 60%
2024 Building	75.0%	33.0%	90% / 60%
2025 Building	88.0%	58.0%	90% / 60%
2023 District	73.9%	38.6%	90% / 60%
2024 District	74.7%	34.2%	90% / 60%
2025 District	88.5%	54.1%	90% / 60%
2023 State	52.2%	22.8%	90% / 60%
2024 State	53.1%	23.9%	90% / 60%
2025 State	71.6%	37.6%	90% / 60%

Science - Grade 8

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	71.0%	36.0%	90% / 60%
2024 Building	76.0%	35.0%	90% / 60%
2025 Building	85.0%	55.0%	90% / 60%
2023 District	69.3%	34.9%	90% / 60%
2024 District	73.9%	37.8%	90% / 60%
2025 District	83.8%	55.2%	90% / 60%
2023 State	51.3%	22.7%	90% / 60%
2024 State	53.2%	24.9%	90% / 60%
2025 State	65.0%	38.0%	90% / 60%

Building Needs Assessment Comments	
Category	Building Response
Barriers to proficiency	• Vertical alignment with the elementary to identify instructional curriculum gaps • Tier II and Tier III math, reading, behavior interventions resources • Implementation of Tier I interventions with fidelity • Student anxiety and attendance • Creating rigorous learning environments that engage the students • Celebrating student success • Grit/ endurance
Budget actions to address barriers	• Tier II resources, personnel, and training for reading, math, and academic behaviors/ executive functioning • Funds for after school programs including but not limited to academic supports and tutoring (TSP), physical and social supports (ACP, Esports). • Funds to provide PLC training to staff to build capacity to develop quality formative assessments, analyze the data, and develop interventions and extensions based on the data • Funds to provide RWL/ PBL training to staff to provide equity to our students while increasing engagement and desire to be at school • Resources/ personnel to support the social and emotional needs of students • Personnel to offer more choice and voice in Exploratory offerings
Estimated time to proficiency	Monticello Trails cannot control the academic, social, and emotional skills students enter our door with, but we continue to put resources, people, and time in place to assess where each student is so we can meet them where they are at and help them get to the next level. We continue to evaluate each student's success and adjust accordingly to assure that every student meets their potential.
Professional development and learning	• Student Engagement and Inclusion Strategies • Visible Learning (Hattie) • PBIS/ SEL • PLC process - data focused • Creating rigorous learning environments that support all students • PBL and cross curricular units • Vertical Alignment including 5th grade
Additional budget and staffing actions	• Student Engagement and Inclusion Strategies • Visible Learning (Hattie) • PBIS/ SEL • PLC process - data focused • Creating rigorous learning environments that support all students • PBL • Vertical Alignment including 5th grade

De Soto High School

Principal: Kevin Thomas

Staffing

Category	24-25	25-26	Projected 26-27
Certified Staff	84	86	86
Classified Staff	28	32	30
Student-Teacher Ratio	11.39	11	10.88
Student-Staff Ratio	8.54	8.02	8.07

Student Indicators

Indicator	24-25	25-26	Projected 26-27
Total Enrollment	957	946	936
Students with IEPs	78.47	111	121
Students on Free/Reduced Lunch	210.54	147.58	188
ELL Students	28.71	30	—
Average Daily Attendance	95.0%	94.2%	96.0%
Chronic Absenteeism	10.0%	11.7%	8.0%

Class Size Information

Grade	24-25 Students	24-25 Sections Per Hour	24-25 Class Size	25-26 Students	25-26 Sections per Hour	25-26 Class Size
9	211	18	11.72	255	18	14.17
10	239	18	13.28	204	18	11.33
11	270	18	15	234	18	13
12	236	18	13.11	253	18	14.06
Totals	956	72	13.28	946	72	13.14

Kansas State Assessment Data

ELA - Grade 10

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	86.0%	44.0%	90% / 60%
2024 Building	83.0%	44.0%	90% / 60%
2025 Building	82.0%	50.0%	90% / 60%
2023 District	85.8%	41.7%	90% / 60%
2024 District	85.7%	47.7%	90% / 60%
2025 District	85.1%	53.2%	90% / 60%
2023 State	64.2%	26.7%	90% / 60%
2024 State	64.6%	27.6%	90% / 60%

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2025 State	70.4%	37.9%	90% / 60%

Math - Grade 10

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	77.0%	32.0%	90% / 60%
2024 Building	73.0%	36.0%	90% / 60%
2025 Building	79.0%	47.0%	90% / 60%
2023 District	81.8%	37.8%	90% / 60%
2024 District	78.0%	39.6%	90% / 60%
2025 District	84.8%	55.6%	90% / 60%
2023 State	54.4%	21.0%	90% / 60%
2024 State	54.2%	21.3%	90% / 60%
2025 State	67.3%	33.6%	90% / 60%

Science - Grade 11

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	69.0%	40.0%	90% / 60%
2024 Building	67.0%	40.0%	90% / 60%
2025 Building	***	***	90% / 60%
2023 District	66.5%	36.8%	90% / 60%
2024 District	67.5%	38.3%	90% / 60%
2025 District	***	***	90% / 60%
2023 State	56.4%	28.9%	90% / 60%
2024 State	54.0%	27.4%	90% / 60%
2025 State	***	***	90% / 60%

Building Needs Assessment Comments	
Category	Building Response
Barriers to proficiency	Alignment of Standards and High Quality Instruction; Develop Sense of Belonging, Improve Support of ESOL Students
Budget actions to address barriers	Supportive PD and Resources to develop Alignment of Instruction; Made recommendation for additional ESOL staffing at DHS or MVHS
Estimated time to proficiency	Variable Dependent, but 2-years?
Professional development and learning	Continued work towards a shared understanding and implementation of High Quality Instruction.
Additional budget and staffing actions	N/A

Mill Valley High School

Principal: Gail Holder

Staffing

Category	24-25	25-26	Projected 26-27
Certified Staff	79	79	79
Classified Staff	32	33	32-33
Student-Teacher Ratio	17.5	17.7	18.5
Student-Staff Ratio	12.3	12.5	13

Student Indicators

Indicator	24-25	25-26	Projected 26-27
Total Enrollment	1,415	1,402	1,420
Students with IEPs	—	83	85
Students on Free/Reduced Lunch	—	140	140?
ELL Students	—	11	13
Average Daily Attendance	96.0%	97.0%	99.0%
Chronic Absenteeism	10.6%	8.8%	0.0%

Class Size Information

Grade	24-25 Students	24-25 Sections Per Hour	24-25 Class Size	25-26 Students	25-26 Sections per Hour	25-26 Class Size
9	382	N/A	N/A	306	—	N/A
10	359	N/A	N/A	383	—	N/A
11	354	N/A	N/A	359	—	N/A
12	320	N/A	N/A	354	—	N/A
Totals	1415	0	N/A	1402	0	N/A

Kansas State Assessment Data

ELA - Grade 10

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	86.0%	40.0%	90% / 60%
2024 Building	88.0%	50.0%	90% / 60%
2025 Building	87.8%	53.6%	90% / 60%
2023 District	85.8%	41.7%	90% / 60%
2024 District	85.7%	47.7%	90% / 60%
2025 District	85.1%	53.2%	90% / 60%
2023 State	64.2%	26.7%	90% / 60%
2024 State	64.6%	27.6%	90% / 60%
2025 State	70.4%	37.9%	90% / 60%

Math - Grade 10

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	86.0%	42.0%	90% / 60%
2024 Building	82.0%	43.0%	90% / 60%
2025 Building	88.5%	51.5%	90% / 60%
2023 District	81.8%	37.8%	90% / 60%
2024 District	78.0%	39.6%	90% / 60%
2025 District	84.8%	55.6%	90% / 60%
2023 State	54.4%	21.0%	90% / 60%
2024 State	54.2%	21.3%	90% / 60%
2025 State	67.3%	33.6%	90% / 60%

Science - Grade 11

Year / Level	% Scoring 2, 3 & 4	% Scoring 3 & 4	Progress Target
2023 Building	66.0%	35.0%	90% / 60%
2024 Building	68.0%	38.0%	90% / 60%
2025 Building	***	***	90% / 60%
2023 District	66.5%	36.8%	90% / 60%
2024 District	67.5%	38.3%	90% / 60%
2025 District	***	***	90% / 60%
2023 State	56.4%	28.9%	90% / 60%
2024 State	54.0%	27.4%	90% / 60%
2025 State	***	***	90% / 60%

Building Needs Assessment Comments	
Category	Building Response
Barriers to proficiency	Staff most frequently identified large class sizes and heavy student loads, inconsistent attendance, and low student motivation, stamina, or engagement as barriers to proficiency. Responses also noted gaps in foundational skills - especially reading comprehension, grammar, writing, and problem solving - along with the challenge of meeting the needs of students with IEPs and multilingual learners. Several staff members emphasized the need for stronger alignment among curriculum, grade-level standards, Tier 1 instruction, and state or ACT expectations. Behavioral and social-emotional concerns, academic apathy, and the effect of inappropriate or overreliant use of artificial intelligence were also recurring concerns.
Budget actions to address barriers	The most common requests were additional classroom teachers and support personnel to reduce class sizes and make targeted assistance possible. Staff also recommended sustained funding for structured Tier II and Tier III interventions, tutoring, summer or extended-learning opportunities, research-based reading supports, instructional materials, and services for students with disabilities and multilingual learners. Other suggestions included professional learning and implementation time, attendance supports, and strategic use of existing funds to prioritize essential standards and high-impact instruction.
Estimated time to proficiency	Staff emphasized that the timeline depends on each student's starting point, attendance, motivation, and level of need. Many responses anticipated visible growth within a semester or one school year when supports are implemented consistently, while commonly estimating one to two years - and in some cases three years or longer - for students with larger learning gaps to reach grade-level proficiency.
Current use of data	Staff reported using common assessments, formative and summative results, ACT and PreACT data, course pass/fail rates, missing-assignment patterns, and skill-specific checks to adjust pacing, reteach concepts, regroup students, revise curriculum, and target instruction. Several departments described collaborative analysis of results to identify gaps in reading, grammar, mathematics, science practices, and other transferable skills. Responses also indicated a need for greater consistency in how data is interpreted and translated into instructional action.
Professional development and learning	Requested professional learning centered on effective and ethical use of artificial intelligence, academic integrity, and strategies for teaching in an environment where students have ready access to AI tools. Other recurring priorities included reading comprehension, grammar and writing instruction across content areas, student engagement and motivation, behavior and classroom management, differentiation, universal design for learning, co-teaching, tiered interventions, formative assessment and data use, block-schedule instruction, and content-specific instructional strategies.

Building Needs Assessment Comments

Category	Building Response
Additional budget and staffing actions	Staff repeatedly requested additional core-content teachers to reduce class sizes and total student loads, along with more intervention, special education, ESOL, counseling, and paraprofessional support. They also identified a need for protected collaboration and training time, before- and after-school tutoring, summer programming, and staffing or stipends that make sustained intervention and enrichment opportunities possible.