2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District:	**Liberal, USD 480**	**Bldg #**	**Grades Served:**
School:	**MacArthur Elementary School**	**7718**	**K-5**

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs		**Notes**
a. Student Headcount	368	
b. Percentage of students with an active IEP	10.1%	
c. Percentage of students enrolled in English Language Learner (ELL) services	42%	
d. Percentage of students identified as At-Risk (Free lunch)?	48.20%	
e. Pupil-Teacher Ratio Average	22:1	
f. Pupil-Teacher Ratio Median	21:1	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	Our social worker and school counselor work closely
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	The gaps are more pronounced in relation to poverty
i. Is there a tiered system of support to target reading growth?	Yes	Tier I: iReady, Pathways
j. Is there a tiered system of support to target math growth?	Yes	Tier 1 & 2: iReady
k. Are there local assessments to measure reading growth?	Yes	iReady Diagnostic, mCLASS, MAP
l. Are there local assessments to measure math growth?	Yes	iReady Diagnostic, MAP
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom	Yes	BLAST
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Our results have prompted changes in screening and
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	We began our needs assessment and data analysis in

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?		Student surveys, office referrals, and suspensions.
b. What are the targets/goals related to social/emotional growth?		5% increase in assertiveness, self-efficacy, and
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ assessments, Dibels	As a district, 38% of our students are below level in
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		Increase the percentage of kindergarten students with
e. How are successes of Individual Plans of Study being measured?	N/A	
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?		Student projects

SECTION 3: Curriculum Needs		**Notes**
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		Blast afterschool

b. Are there appropriate and adequate instructional materials?	Yes	iReady Math & Reading, Pathways to Reading -
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Chromebooks for each student
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	N/A	
c. Is every child in your school provided at least the following capacities?	N/A	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly	N/A	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	N/A	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that	N/A	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	N/A	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical	N/A	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable	N/A	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	N/A	
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	No	We currently have 26 certified positions that directly
b. How many classified support staff are currently employed?	20	Of those 20 currently employed, at least 4 of them will
c. How many classified support staff are needed?	26	We have 26 approved classified positions. Out of
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	We have a full time certified counselor, social worker
e. Are principals & other key staff trained to provide instructional leadership and professional development to	Yes	We have received PD from Amplify specifically for
f. What staff development is necessary for teachers to support student success and meet the school improvement		Continued coaching & support for Pathways, iReady
SECTION 6: Facility Needs		**Notes**
a. Is there adequate space for student learning?	Yes	Yes, room sizes are adequate, spaces for discovery and
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	
c. Are additional School Buses needed or any additional Routes needed?		Drivers are needed
SECTION 7: Family Needs/Community Relations		**Notes**
a. Do you have regular events to engage parents with teachers?	Yes	Back to school family conferences
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use		SeeSaw shows student work and how to access and
c. Do you have an active Site Council?	Yes	Meets 3-4 times a year at MacArthur
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	PTO - 4 regular parent leaders with many more
e. What types of communication exists with families? Is it adequate?		Notes
f. What types of communication/social media exists with your community? Is it adequate?		Facebook

SECTION 8: School Data		Notes
a. Building Attendance Rate	91.5%	
b. Building Chronic Absenteeism Rate	32.8%	
c. District Chronic Absenteeism Rate	38.8%	
d. District Graduation Rate	88.40%	
e. District Dropout Rate	1.6%	
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		
1. Can these be achieved with additional resources?		
2. Why or why not?		
b. Additional building unique items:		

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: USD 480

Based upon your schools Needs Assessment and State Assessment results, please identify the following:

(A) The barriers that must be overcome for each student to achieve grade level proficiency on assessments

(B) The budget actions that should be taken to address and remove those barriers

(C) The amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

Naomi Vargas	August 8, 2022
Board President	Date

School	Grades	(A) Barriers Related to Student	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Bright Start	PreK	Staffing Percentage of students with an IEP - 25% Free lunch - 58% Chronic Absentee Rate - 53%	Allocation of funds for PreK expansion from General Fund. Instructional continuity, curriculum implementation, and professional development from Title II and ESSER funds.	N/A	The PreK expansion will increae the percentage of kindergarten students with a PreK experience from 52% to 80% if we can hire the staff needed. A curriculum will be
Cottonwood	K-5	Staffing Percentage of students with an IEP - 10% English Language Learner - 50% Free lunch - 67%	Instructional continuity and alignment to grade-level standards training, data infrastructure, curriculum and implementation professional development from Title II and	Assuming all barriers have been removed, including staffing issues, the amount of time the board estimates it will take to achieve proficiency on the state assessments is 8 years	Our students with severe learning disabilities will not achieve proficiency on state assessments. Transient students and unaccompanied immigrant youth are not likely
MacArthur	K-5	Staffing Percentage of students with an IEP - 10% English Language Learner - 42%	Instructional continuity and alignment to grade-level standards training, data infrastructure, curriculum and implementation	Assuming all barriers have been removed, including staffing issues, the amount of time the board estimates it will take to achieve	Our students with severe learning disabilities will not achieve proficiency on state assessments. Transient students and
Meadowlark	K-5	Staffing Percentage of students with an IEP - 11% English Language Learner - 76%	Instructional continuity and alignment to grade-level standards training, data infrastructure, curriculum and implementation	Assuming all barriers have been removed, including staffing issues, the amount of time the board estimates it will take to achieve	Our students with severe learning disabilities will not achieve proficiency on state assessments. Transient students and
Prairie View	K-5	Staffing Percentage of students with an IEP - 13% English Language Learner - 51%	Instructional continuity and alignment to grade-level standards training, data infrastructure, curriculum and implementation	Assuming all barriers have been removed, including staffing issues, the amount of time the board estimates it will take to achieve	Our students with severe learning disabilities will not achieve proficiency on state assessments. Transient students and
Sunflower	K-5	Staffing Percentage of students with an IEP - 13% English Language Learner - 51%	Instructional continuity and alignment to grade-level standards training, data infrastructure, curriculum and implementation	Assuming all barriers have been removed, including staffing issues, the amount of time the board estimates it will take to achieve	Our students with severe learning disabilities will not achieve proficiency on state assessments. Transient students and

Seymour Rogers	6-8	Staffing Percentage of students with an IEP - 14% English Language Learner - 43%	Instructional continuity and alginment to grade-level standards training, data infrastructure, SEL and academic curriculum	Assuming all barriers have been removed, including staffing issues, the amount of time the board estimates it will take to achieve	Our students with severe learning disabilities will not achieve proficiency on state assessments. Transient students and
Eisenhower	6-8	Staffing Percentage of students with an IEP - 13% English Language Learner - 31%	Instructional continuity and alignment to grade-level standards training, data infrastructure, SEL and academic curriculum	Assuming all barriers have been removed, including staffing issues, the amount of time the board estimates it will take to achieve	Our students with severe learning disabilities will not achieve proficiency on state assessments. Transient students and
Liberal High School	9-12	Staffing Percentage of students with an IEP - 14% English Language Learner - 41%	Instructional continuity and alignment to grade-level standards training, data infrastructure, essential outcomes assessment,	Assuming all barriers have been removed, including staffing issues, the amount of time the board estimates it will take to achieve	Our students with severe learning disabilities will not achieve proficiency on state assessments. Transient students and