

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

District: <u>480 Liberal</u>	Blde #	Grades Served:
School: <u>Cottonwood Elementary</u>	7715	K-5

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

SECTION 1: Student Needs		Notes: Use Building Report
a. Student Headcount	479	
b. Percentage of students with an active IEP	12.70%	
c. Percentage of students enrolled in English Language Learner (ELL) services	60.10%	
d. Percentage of students identified as At-Risk (Free lunch)?	79.30%	
e. Pupil-Teacher Ratio Average	21:1	
f. Pupil-Teacher Ratio Median	20:1	
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 with foster families to ensure students and families have the help and support they need for home and school.
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	The gaps are more pronounced in relation to poverty and English language proficiency.
i. Is there a tiered system of support to target reading growth?	Yes	Tier 1 & 2: CKLA, mClass Tier 3: UFLI
j. Is there a tiered system of support to target math growth?	Yes	Tier 1 & 2: iReady, Tier 3: Bridges
k. Are there local assessments to measure reading growth?	Yes	mClass, FastBridge
l. Are there local assessments to measure math growth?	Yes	iReady Diagnostic
m. Are there learning opportunities for students to focus on academic needs outside the traditional	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 intervention processes K-12. Tier 1 - each school has aligned to the same programs (CKLA & iReady). The reading intervention program for reading for all schools is Amplify using mClass (DIBELS) data to drive instruction. Math Tier 1 & 2 program for all is iReady. Math Tier 3 program is Bridges to Mathematics. We provide targeted communications for parents, students, and community, implement strategies to improve student engagement and motivation, and improve continuity in instruction. All elementary grade levels created and follow pacing guides for math and reading. Second - fifth grade utilize the mini tests at the end of each unit to monitor instruction.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	By 2030, USD 480 aims for at least 65% of students to perform at Levels 2-4 in math, reading, and science on the Kansas Assessment Program (KAP). New KAP cut scores in 2025 will reset the baseline. Annual targets steadily increase from current 2024 outcomes (44% ELA, 46% Math, 41% Science) to 65% by 2029-30.
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. A new student survey used district-wide was implemented in 2025-26.
b. What are the targets/goals related to social/emotional growth?		Based on survey results and discipline data, self-regulation, self-efficacy, goal setting, and initiative will be addressed through personalized learning.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ assessments, Dibels	Beginning of year kindergarten data for ASQ shows that 15% of students show concern in the area of communication, 6% concern in the area of gross motor skills, 21% concern in fine motor skills, 27% concern in problem solving, and 18% concern in personal social skills. Overall beginning of year data for ASQ:SE-2 data reports that 38% of kindergarten students have no concerns, while 62% are of concern.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		Increase the percentage of kindergarten students with an appropriate PreK experience from 60% to 80% over the next 5 years, ensure use of ASQ results in adjusting teaching, early learning programs, Community Literacy Passport project with Liberal Area Coalition of Families, share ASQ3 questions with community preschools.
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	N/A	
g. How are you ensuring students are civically engaged?		Student projects

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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		BLAST afterschool, JumpStart summer program (June)
b. Are there appropriate and adequate instructional materials?	Yes	iReady Math, CKLA Reading, teachers have access to hard copies for each program, Classroom manipulatives, Mystery Science, mClass Burst lessons and Bridges, ELL Curriculum (Carousel), NEED: Social Studies resources.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Chromebooks for each student, district has kept technology updated, and interactive TV's available for each room.
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	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	N/A	
3. Sufficient understanding of governmental processes to enable the student to understand the issues	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	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	27:35 teachers are certified
b. How many classified support staff are currently employed?	31	
c. How many classified support staff are needed?	33	CW is gaining another SPED teacher next year. We will need additional paras to support that teacher
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	We have received PD from Amplify and iReady specifically for leaders.
e. Are principals & other key staff trained to provide instructional leadership and professional development	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		ELA continued coaching and support, iReady math continued support, Social Studies and Science PD to better understand the new standards.
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	Yes, room sizes are adequate.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	
c. Are additional School Buses needed or any additional Routes needed?	No	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 technology that students will be required to use, etc.) are provided?		CKLA provides parent how to information, SeeSaw shows students work and how to access, Conferences data talks and how to assist student, Parent Coordinators and Social Workers provide personalized parent training for families with specific needs.
c. Do you have an active Site Council?	Yes	Meet quarterly, or as needed if more than quarterly.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Have, parent leadership is a challenge to get participation.
e. What types of communication exists with families? Is it adequate?		Notes, phone calls, SeeSaw, PowerSchool
f. What types of communication/social media exists with your community? Is it adequate?		Facebook, Webpage/district app for news, Radio (drive at 5)
SECTION 8: School Data		Notes
a. Building Attendance Rate	94.6%	As of April 24, 2026
b. Building Chronic Absenteeism Rate	12.1%	As of April 24, 2026
c. District Chronic Absenteeism Rate	16.7%	
d. District Graduation Rate		
e. District Dropout Rate		
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate		
b. What is our building dropout rate?		
c. What is our average comprehensive ACT score?		
SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		Interim teacher training and support, increased classified support for teachers
1. Can these be achieved with additional resources?		Yes
2. Why or why not?		We have implemented a teaching boot camp the first week of August and the board has supported the addition of two instructional coaches specifically for interim teachers. We have implemented "Teacher Tips" every Monday morning for new and 1st & 2nd year interims. It is ran by our Instructional Coach and coaches them on upcoming events or gives them strategies that can be used in the classroom.
b. Additional building unique items:		