

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

District: 480 Liberal	Bldg #	Grades Served:
School: MacArthur Elementary	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	384	
b. Percentage of students with an active IEP	14%	
c. Percentage of students enrolled in English Language Learner (ELL) services	46.60%	
d. Percentage of students identified as At-Risk (Free lunch)?	64.50%	
e. Pupil-Teacher Ratio Average	20:1	
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, Tier 3: mClass, 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 own program (CKLA, SFA, 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 standards mastery 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. The Tripod SEL survey is linked to CASEL standards and was implemented in 2022-23.
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)		Beginning of the year assessment shows that 6% of students have a concern in communication, 3% in gross motor, 12% in fine motor, 36% in problem solving skills, and 13% in personal social skills.
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 52% to 80% over the next 5 years.
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?		At MacArthur we encourage civic engagement through our program Learners and Leaders. Each grade level invites community organizations to come and teach about what they do in our community. Then in return the grade level chooses a community service project that gives back to our community.
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs,		Blast after school program
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 the 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

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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	19:31 teachers are certified
b. How many classified support staff are currently employed?	32	
c. How many classified support staff are needed?	37	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	We have a full time certified counselor, social worker and nurse. MacArthur and Cottonwood share a certified librarian.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	We have received PD from Amplify and iReady specifically for leaders
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		Continued coaching & support for CKLA, iReady Math, mClass. In the near future we need Social Studies & Science PD to better understand new standards.
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	Yes, room sizes are adequate, spaces for discovery and hands on activities are available
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?	No	Drivers are needed
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Annual back to school conferences, fall/spring parent teacher conferences, family engagement nights, PE parent days, WatchDOGS
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	Meets 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 others helping at events. Fundraisers - Color Run, Bingo night, Carnival, Cookie Dough Sales, Fitness Night Supports: Field trips, Christmas Movie, Teacher Appreciation Week, Field Day, Yearbooks, Holiday Shop
e. What types of communication exists with families? Is it adequate?		Notes via Seesaw
f. What types of communication/social media exists with your community? Is it adequate?		Facebook (MacArthur & District)
SECTION 8: School Data		Notes
a. Building Attendance Rate	94.1%	As of 4/24/26
b. Building Chronic Absenteeism Rate	12.0%	As of 4/24/26
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	N/A	
b. What is our building dropout rate?	N/A	
c. What is our average comprehensive ACT score?	N/A	
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, hiring of paraprofessionals
1. Can these be achieved with additional resources?		More equitable hiring practices for paraprofessional - priority positions (SPED, ESL)
2. Why or why not?		
b. Additional building unique items:		