

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

District: 480 Liberal	Bldg #	Grades Served:
School: Meadowlark Elementary	7738	K-5

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

SECTION 1: Student Needs		Notes
a. Student Headcount	377	
b. Percentage of students with an active IEP	11.40%	43/377 students
c. Percentage of students enrolled in English Language Learner (ELL) services	79.04%	298/377 students
d. Percentage of students identified as At-Risk (Free lunch)?	87.26%	329/377 students
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	We have a dedicated social worker and counselor who work closely with our foster care students and families to identify and address their academic, social, and emotional needs, providing targeted support to help them succeed in 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
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
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	BLAST
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Our results have led to district-wide adjustments in screening and intervention processes across grades K–12. At Tier 1, each school implements district approved core instructional program (CKLA, i-Ready, & Mystery Science). For reading intervention, all schools utilize Amplify, with mCLASS (DIBELS) data guiding instructional decisions. In mathematics, i-Ready is used for Tier 1 and Tier 2 instruction across all schools, while Bridges to Mathematics serves as the Tier 3 intervention program. In addition, we have established a dedicated intervention block within our daily schedule, providing 30 minutes of reading intervention and a separate 30 minutes of math intervention at all grade levels. We have also strengthened targeted efforts towards enhancing student engagement and motivation through our Brag Tag system, in which students earn recognition for successfully passing math and reading lessons. Additionally, staff have engaged in ongoing standards alignment work to ensure curriculum, instruction, and assessments are tightly aligned to grade-level expectations. Through our work with Marzano High Reliability Schools, we have established a clear framework to support and strengthen high-quality Tier 1 instruction across all classrooms. All elementary grade levels have developed and consistently follow pacing guides for both math and reading, and grades two through five administer standards mastery assessments at the end of each unit to monitor and inform 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 & Behavioral/Social-Emotional Data (Behavior team reports, Tier 2 requests, Suspensions, Powerschool entries/logs, Navigate360, Suicide Assessment Screeners, daily check-ins, etc.)
b. What are the targets/goals related to social/emotional growth?		Using our data listed above we create targets/goals related to social/emotional growth focus on fostering positive student relationships, improving self-regulation, and promoting a safe, supportive school environment. These goals aim to increase students' sense of belonging, emotional well-being, and ability to manage conflict and stress constructively.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		ASQ screening, DIBELS, PreK program enrollment
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		Kindergarten readiness involves a combination of language, literacy, math, motor, social-emotional, and self-care skills (addressed through ASQ screening); Increase the percentage of students entering Kindergarten with PreK experience; Students must be potty-trained before entering Kindergarten.
e. How are successes of Individual Plans of Study being measured?	NA	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA	
g. How are you ensuring students are civically engaged?		Our student ambassadors (along with building administration) attend Northeast Leadership Liberal (NELL) each month; Community partners visit monthly to speak to K-5 students about resources, careers, and opportunities in Liberal (Lunch & Learn); Student voting & surveys are encouraged through various activities during the year; Partnerships with local extension offices, emergency management, and local businesses for field trips.
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		BLAST afterschool program & JumpStart summer program
b. Are there appropriate and adequate instructional materials?	Yes	Teachers have access to digital & hard copies of all curriculum including iReady, CKLA, Mystery Science, Social Studies, mClass, Bridges, ELL Curriculum (Carousel), & Sanford Harmony & PACER.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		NA
c. Is every child in your school provided at least the following capacities?		NA
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.		NA
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.		NA
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.		NA
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.		NA
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.		NA
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.		NA
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.		NA

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

District:	480 Liberal	Bldg #	Grades Served:
School:	Meadowlark Elementary	7738	K-5

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

SECTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	No	20:29
b. How many classified support staff are currently employed?	33	This reflects the total number of employed classified staff, including two secretaries, two parent coordinators, four custodians, and six nutrition staff. However, we are short-staffed daily, and this number is often effectively reduced by up to 50%. To cover teacher absences, we frequently rely on building paraprofessionals with emergency substitute licenses, which pulls them away from their assigned roles due to the lack of available external substitutes.
c. How many classified support staff are needed?	40	Not enough para professionals to support our building and cover for vacancies.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	We have a full-time, certified school counselor who is clinically licensed for play therapy; Social work is full-time and certified; Full-time nurse; Part-time librarian (shares with PVE).
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Building principals receive training for core curriculum.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		More science of reading PD (for non-certified teachers), iReady and CKLA coaching, & PBL training for teaching science & social studies standards.
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	Newer building with adequate classroom sizes
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Front window has water damage from sprinklers; window tinting is necessary for the front window (gets very warm and visibility is an issue during parts of the day due to the sun); Upstairs student bathrooms tend to have plumbing issues frequently (due to an electrical issue); Upstairs water fountain in the hallway common area isn't reliable; Cameras need to be updated; Temperatures fluctuate significantly in the building (some areas hot and others are cold) especially during the spring and summer months.
c. Are additional School Buses needed or any additional Routes needed?	No	Bus drivers are needed district-wide
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Each building has at least one event every nine weeks; We have a variety of events including Popsicles in the Park, Parent-teacher Conferences, Family Fun Night/School-wide Dance, Fall Fest, Music Concerts, & Reading & Math Day in Kindergarten.
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 offers parent resources and guidance to support learning at home. SeeSaw allows parents to view student work and access learning activities, personalized videos, and homework or supplemental material. Parent-teacher conferences include data-driven discussions and strategies for supporting student progress. Parent Coordinators and Social Worker provides personalized training and support for families with specific needs.
c. Do you have an active Site Council?	Yes	4x per year (once per quarter); Our Site Council reflects the full range of demographics within our building, including representation from the community, general education, special education, life skills programs, and families across varying socioeconomic backgrounds. Additionally, we display important information (in Spanish & English) relating to Title I, School Improvement Plans, and District Goals during our Parent Engagement events via a running slide show to keep our families more informed.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	We have a Booster Club that is heavily active in fund raising and organizing student/parent engagement events or activities; however, we struggle with consistent parent participation, so we currently do not have a PTO or PTA.
e. What types of communication exists with families? Is it adequate?		Seesaw (Administration-Family Communication, Teacher-Parent Communication & Student-Parent Communication), Building Website, Facebook, Emails, Phone calls, Letters/Flyers, Posters; Yes
f. What types of communication/social media exists with your community? Is it adequate?		Building Website, Facebook, Letters/Flyers, Posters; Yes
SECTION 8: School Data		Notes
a. Building Attendance Rate	94.97%	4.30.26
b. Building Chronic Absenteeism Rate	9.35%	4.30.26
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	NA	
b. What is our building dropout rate?	NA	
c. What is our average comprehensive ACT score?	NA	
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 & new teacher preparation & support for classroom management, curriculum implementation, and instructional practices.
1. Can these be achieved with additional resources?		Yes
2. Why or why not?		We've put several supports in place for our interim & new teachers. During the first week of August, we host a Teaching Boot Camp, and the board has approved the addition of two instructional coaches dedicated specifically to supporting interim staff. Additionally, we offer New Teacher meetings every Thursday morning for new and first & second-year interim teachers. These sessions are led by our instructional coach and focus on upcoming events, lesson planning, along with practical strategies teachers can immediately apply in their classrooms.
b. Additional building unique items:		