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

District: 480 Liberal	Bldg #	Grades Served:
School: Sunflower Elementary	7725	K-5

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

SECTION 1: Student Needs		Notes
a. Student Headcount	306	
b. Percentage of students with an active IEP	12.4	
c. Percentage of students enrolled in English Language Learner (ELL) services	62.40%	also known as bilingual
d. Percentage of students identified as At-Risk (Free lunch)?	79.08%	free only, do not add in reduced
e. Pupil-Teacher Ratio Average	18.5:1	Grade Level Teachers Only - 17 teachers in classroom 5-7-26 student numbers used
f. Pupil-Teacher Ratio Median	17:1	Classroom teachers as median - 5-7-26 student numbers used
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
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 Diagnostic
m. Are there learning opportunities for students to focus on academic needs outside the traditional	Yes	BLAST (after school program)
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		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 intervention 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. Third - fifth grade utilize the state provided mini assessments through the KITE system to monitor instrution. Elementary has created goals for each year to move students from level one to level two.
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?	Social/emotional growth is measured through the Leader in Me curriculum and student surveys (7 Habits/7 C's), as well as behavioral data including Tier 2 requests, ISS records, PowerSchool logs, Navigate360, suicide risk screeners, and daily check-ins with the zones of regulation.	
b. What are the targets/goals related to social/emotional growth?	Targets for social/emotional growth include improving self-regulation, self-efficacy, goal setting, and initiative based on survey results and discipline data. These areas are supported through personalized learning, the Leader in Me framework, and the Zones of Regulation to help students build awareness and manage emotions effectively.	
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)	At Sunflower Elementary, our Kindergarten Readiness goals focus on ensuring students enter school prepared academically, socially, emotionally, and behaviorally for long-term success. Our targets emphasize early literacy, foundational math skills, social development, attendance, and family engagement.	
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	NA	NA
g How are you ensuring students are civically engaged?	At Sunflower Elementary, we ensure students are civically engaged by creating opportunities for them to practice leadership, responsibility, collaboration, and service both inside and outside the classroom. Civic engagement at the elementary level focuses on helping students understand that their voices matter and that they can positively impact their school and community. Some of the ways we promote civic engagement include: Student leadership opportunities such as classroom jobs, peer helpers, and leadership roles. Classroom discussions that encourage respectful communication, problem-solving, and understanding different perspectives. Community service and school-wide projects that teach students the importance of helping others. Opportunities for students to participate in decision-making and goal-setting within the classroom and school environment. Teaching and modeling positive citizenship, kindness, responsibility, and respect through daily interactions and PBIS expectations. Celebrating cultural awareness and community connections through school events and activities. Encouraging teamwork and collaboration through academic and extracurricular activities. Integrating social studies and real-world learning experiences that help students understand communities, rules, leadership, and civic responsibility. Our goal is to help students develop the skills and confidence needed to become respectful, responsible, and engaged members of their school and community.	Service-Learning Projects, Service-Based School Clubs, Leader In Me "Service-Learning Projects, Service-Based School Clubs, Leader In Me

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

SECTION 3: Curriculum Needs		**Notes**
a. What extended learning opportunities are provided (after school programs, summer school programs,	BLAST afterschool, JumpStart summer 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, NEED: Social Studies resources.
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	N/A	N/A
c. Is every child in your school provided at least the following capacities?	N/A	N/A
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly	N/A	N/A
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed	N/A	N/A
3. Sufficient understanding of governmental processes to enable the student to understand the issues	N/A	N/A
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	N/A	N/A
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical	N/A	N/A
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to	N/A	N/A
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	N/A	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 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	15:23 are certified (this is classroom, pe, music, resource, & interventionist:
b. How many classified support staff are currently employed?	22	
c. How many classified support staff are needed?	24	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
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	
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	
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	Meets quarterly
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Meets monthly
e. What types of communication exists with families? Is it adequate?	I believe it is adequate, but I would like for us to	Phone calls, seesaw, letters/notes, etc
f. What types of communication/social media exists with your community? Is it adequate?	Yes	Facebook
SECTION 8: School Data		**Notes**
a. Building Attendance Rate	93.1%	get info from Hoonuit - used 5-7-26 data
b. Building Chronic Absenteeism Rate	23.6%	Hoonuit - 5-7-26 data
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 teachers who do not have the pedagogy or classroom management, families who live in poverty, students who have experienced trauma, inadequate mental health resources	
1. Can these be achieved with additional resources?	possibly	
2. Why or why not?	This is a complex issue. I feel our distict currently strives to find solutions to these problems.	
b. Additional building unique items:		