

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

District: 480 Liberal	Bldg #	Grades Served:
School: Eisenhower Middle School	7736	6-8

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

SECTION 1: Student Needs		Notes
a. Student Headcount	516	
b. Percentage of students with an active IEP	15.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	32%	
d. Percentage of students identified as At-Risk (Free lunch)?	71.00%	
e. Pupil-Teacher Ratio Average	19:1	
f. Pupil-Teacher Ratio Median	20:1	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	The gaps are more slightly more pronounced for free and reduced students and significantly lower for students with disabilities.
i. Is there a tiered system of support to target reading growth?	Yes	Students identified as needing Tier III support are pulled from elective classes to receive targeted interventions and are progressed monitored
j. Is there a tiered system of support to target math growth?	Yes	Students identified as needing Tier III support are pulled from elective classes to receive targeted interventions and are progressed monitored
k. Are there local assessments to measure reading growth?	Yes	Fastbridge & Common Formative Assessments
l. Are there local assessments to measure math growth?	Yes	Fastbridge, ALEKS, & Common Formative Assessments
m. Are there learning opportunities for students to focus on academic needs outside the traditional	Yes	After-school tutoring and June summer school program.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Our results have prompted changes in curriculum, screening, and intervention processes K-12. Reading and math curriculums were updated/adopted and an implementation plan was put into place. Teachers received training and we provided time for teachers to align curriculums, standards, and units with their department teams. Marzano proficiency scales have been implemented in reading classes with an implementation coach visiting four times throughout the year. Training and classroom coaching has been provided. In math, teams have realign curriculum resources and have implemented ALEKS as a resources to progress monitor student learning on the essential learning standards of the course. We have seen steady declines in the percentage of students performing at level one in both reading and math the past two year.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	By 2030, at least 65% of USD 480 students will be performing at levels 2, 3, and 4 in math, reading, and science. We also create building KAP goals each year with all of our stakeholders. This year we are aiming for 67% of students to perform at levels 2, 3, or 4 in reading and 61% of students to
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition		Notes
a. How is social/emotional growth being measured?	Leader in Me Surveys	Presently this has been measured with student perception data through the Leader in Me Measured Results Analysis. All student social-emotional areas have stayed consistent or seen growth in this school year.
b. What are the targets/goals related to social/emotional growth?		Increase of students identifying that they feel cared about and understood by people at the school.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		
e. How are successes of Individual Plans of Study being measured?		We document and track the number of IPS presented to parents and utilize teacher, student, and parent input to refine the process from year to year and measure against the state rubric. The state rubric is completed each year as a team and utilized to drive our action plan for the following year regarding IPS needs.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves		
g. How are you ensuring students are civically engaged?		Through our Leader in Me work we are increasing community service learning that incorporate student leadership roles at classroom and building levels within our school community and broader community. Our student council and Leader in Me teams both incorporate student voice and representation in student decision making processes.
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs,		Summer school and After School Tutoring
b. Are there appropriate and adequate instructional materials?	Yes	We do purchase some materials from our building budget for these extended learning opportunities. This year our summer school budget has been more restrictive with a high number of staff to service, so we have needed to eliminate some students that do need services in order to fund the appropriate staff.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	

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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	Yes	
c. Is every child in your school provided at least the following capacities?	Yes	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed	Yes	
3. Sufficient understanding of governmental processes to enable the student to understand the issues	Yes	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	Yes	
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	Of 40 certified teaching positions, there are four vacancies for the 26-27 school year. In addition to vacancies, eight staff are not highly certified. With our numbers of At-Risk and ESL students we need additional staff in the areas of SIT and ESL. We currently have one ESL teacher and one Interventionist.
b. How many classified support staff are currently employed?	19	
c. How many classified support staff are needed?		
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	We need to continue our partnership with Genesis health to ensure we have a licensed therapist able to service students at the building site.
e. Are principals & other key staff trained to provide instructional leadership and professional development	Yes	Need evaluation & coaching training.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		Continued behavior training (Reframing Behavior) Targeted approaches for ESL and special education students
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?	Yes	
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Conferences are hosted three times per year, averaging over 90% parent
b. What types of caregiver training programs (teaching guardians how to give students help with homework,		Parent Newsletter
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?	No	
e. What types of communication exists with families? Is it adequate?	Social media, notes, emails, powerschool	In addition to PowerMessage a bimonthly newsletter is sent home to parent.
f. What types of communication/social media exists with your community? Is it adequate?		Facebook, Radio Stations, Thrillshare Live Feed, Newspaper
SECTION 8: School Data		Notes
a. Building Attendance Rate	95.0%	
b. Building Chronic Absenteeism Rate	19.0%	This is the data on the school report card for 2024-2025. Our chronic absence rate so far this year is: 11%
c. District Chronic Absenteeism Rate	21.0%	
d. District Graduation Rate	91.1%	
e. District Dropout Rate	0.8%	
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?		Certified & Classified training for tier II interventions in the classroom, continued work with behavior/management training and behavior team. The need for qualified certified and classified staff members. We are continuing to see trends in student behaviors including sustaining attention and resolving conflict. Better connectedness between classroom instruction and tier III interventions.
1. Can these be achieved with additional resources?		
2. Why or why not?		
b. Additional building unique items:		