

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

District: 480 Liberal	Bldg #	Grades Served:
School: Liberal High School	7732	9-12

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

SECTION 1: Student Needs		Notes
a. Student Headcount	1,415	
b. Percentage of students with an active IEP	13.28%	188/1415
c. Percentage of students enrolled in English Language Learner (ELL) services	33.49%	474/1415
d. Percentage of students identified as At-Risk (Free lunch)?	72.37%	1024/1415
e. Pupil-Teacher Ratio Average	21/1	1335 students/63 classroom teachers = 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	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	The gaps are more pronounced in relation to poverty and English proficiency.
i. Is there a tiered system of support to target reading growth?	Yes	MTSS, designated Collaboration Time, Interventionist
j. Is there a tiered system of support to target math growth?	Yes	MTSS, designated Collaboration Time, Interventionist
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, Common Formative Assessments
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Personalized Learning Time, Subject Specific Interventions
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	An initiative called A.C.E. the Test was created to address test apathy, content knowledge, and the testing environment. Utilizing scores from our reading and math screener, teachers provided data driven interventions during the school year, and review sessions to target content skills deficits at the Tier I and Tier II level. Interventionists targeted more specific skill deficits using students' personal learning time. Four Test Prep Workshops were provided for all students in grades 10 and 11 during homeroom periods in March. During this time, students were shown the school testing goal with last year's data. They were also given testing strategies and tips, and were provided with all the information they needed to be successful on the test. Finally, 10th grade testing was moved to the Seward County Activity Center, to provide a standardized testing environment with minimal distractions. LHS provided was breakfast for every student who tested. All parents, teachers, and students were well informed and well prepared for testing days. In addition to preparing our test takers, we also targeted our future testers. On testing day, the 9th grade students took KAP mini- tests. The data from those tests will be used to drive standards based instruction and our MTSS processes for the upcoming school year.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Schoolwide Goal: By May 2025, at least 45% of LHS students will be performing at levels 2, 3, and 4 in math, science, and reading on the KS state assessments.
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?		Presently this has been measured with student perception data, building surveys, discipline data, and KCTC data. 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?		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)		N/A
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		N/A
e. How are successes of Individual Plans of Study being measured?		Through the process of developing their Individual Plan of Study, each LHS graduate has a digital portfolio, an industry-recognized certificate or acceptance letter to a post-secondary institution or workplace, 20 community service hours, engagement in at least one club, organization, or team during their time in high school, and a work-based learning experience.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		The attendance goal is : By May of 2026 each graduation cohort will have 22% or fewer who are chronically absent.
g. How are you ensuring students are civically engaged?		Each LHS graduate is required to complete 20 hours of community service. Additionally, all LHS students attending at the main campus are required to be a member of a student organization at school; clubs and organizations are working to involve community members and organizations in their club activities.
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		Later@LHS (after school), Summer School (credit recovery), Second Chance (credit recovery, after school, during school year), Summer Engagement (activities, clubs, etc.)
b. Are there appropriate and adequate instructional materials?	Yes	Yes, and we are in the process of adopting new Foreign Language textbooks. Science will be the next adoption.
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 board of education are	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 changing civilization.	Yes	School-wide focus for instruction for the 2024-2025 school year is to increase communication opportunities for students through writing and collaboration strategies
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	Through Advantage Time, LHS students take a Financial Literacy course and complete activities to explore their citizenship and citizenship profile: additionally, LHS provides instruction on these topics in the Government courses, and students are also able to deepen their understanding through the Civics/Citizenship course as an elective.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	See Above
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	This is explored in both Advantage Time through the IPS process and in all physical education courses.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	LHS students, as required by KSDE, are required to earn a fine arts credit to graduate. LHS offers a wide variety of fine arts courses. Additionally, LHS provides a variety of opportunities to learn about and celebrate students' cultures through clubs and activities such as (but not limited to) the Multicultural Club and All-School Musical performance assembly.
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.	Yes	Accomplished through the IPS, advising, education plans, and work-based learning experiences.
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.	Yes	This also continues to be an area of growth for LHS is to increase students' reading and writing skills to ensure they are able to qualify for vocational and post-secondary programs based on their assessment scores (TABE, ACT, etc.)
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	We are short on paraprofessionals, and certified staff. It is hard to accurately audit the current personnel due to our schedule. We have changed it for the 2026-2027 school year.
b. How many classified support staff are currently employed?	26	
c. How many classified support staff are needed?	33	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	0 certified counselors 4 academic advisors, 2 licensed social workers; 1
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		MTSS Implementation training, Advising and Mentoring training, shared vision, expectations, and training for personalized learning, foundational instructional structure, processes, and strategies
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?	Yes	Building maintenance and repairs. Safety and security updates.
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	Scheduled events are Parent Teacher Conferences, FAESA Workshop, Academic and Athletic Awards Ceremonies, etc. Homeroom mentors and content teachers remain in regular contact with parents regarding individual student successes and needs. Front office staff and administration keep parents apprised of attendance and discipline issues. Counselors, Social Workers, and Academic advisors inform parents of IPS progress, class schedules, and social/emotional needs. School Messenger and social media is used on a regular basis to inform parents of upcoming events, important announcements, and activities.
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?		Personal assistance during conferences and parent meetings to install and utilize apps for PowerSchool and Canvas, informational sessions during conferences and for incoming freshman parents
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Athletics and Band Booster Clubs
e. What types of communication exists with families? Is it adequate?		School Messenger, Social Media, Mailed letters, in-person and phone
f. What types of communication/social media exists with your community? Is it adequate?		Twitter, Facebook, newspaper/radio coverage
		Notes
a. Building Attendance Rate	92.32%	Data from PowerSchool 5-7-26
b. Building Chronic Absenteeism Rate	23.9%	Data from PowerSchool 5-7-26
c. District Chronic Absenteeism Rate	16.7%	
d. District Graduation Rate	91.1%	
e. District Dropout Rate	1.2%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	91.1%	
b. What is our building dropout rate?	0.8%	
c. What is our average comprehensive ACT score?	15.9	
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?		Poor attendance, students needing to work to help support families, the transient population, and lack of foundational skills.
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?		Additional training and coaching as well as better processes and procedures to more effectively, efficiently, and proactively address these barriers.
b. Additional building unique items:		