

# BUILDING NEEDS ASSESSMENT



## Template Instructions

Please enter in all grey boxes.

The questions in the Building Needs Assessment are suggestions only and can be edited by adding or removing topics/questions in order to make sure its best fit for your district. By statute, all buildings must complete some form of a Needs Assessment.

Templates for BOE State Assessments Review/Building State Assessments Review may be found on the [KSDE's School Finance Guidelines & Manuals page](#) in the Guidelines section.

Please reference the [Needs Assessment and State Assessments Review Guidelines](#) for more information.

## Contacts

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*Kansas leads the world in the success of each student.*

# BUILDING NEEDS ASSESSMENT



**USD 491 Eudora Schools**  
**Grades Served: 6-8**

**Eudora Middle School**

2021-2022 BUILDING NEEDS ASSESSMENT FOR 2022-2023 BUDGET CONSIDERATIONS

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## **USD 491 Eudora Schools**

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<b>SECTION 1: Student Needs</b>		<b>Notes</b>
a. Student Headcount	411	
b. Percentage of students with an active IEP	22.14%	
c. Percentage of students enrolled in English Language Learner (ELL) services	.73%	
d. Percentage of students identified as At-Risk (Free lunch)?	17%	

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SECTION 1: Student Needs		Notes
e. Pupil-Teacher Ratio Average	0.0	
f. Pupil-Teacher Ratio Median	0.0	
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?	No	
i. Is there a tiered system of support to target reading growth?	Yes	We utilize our MTSS Tiered system of supports. Tier 2 and Tier 3 supports are offered during the 2nd block of ELA. IRR Reading is offered to students on IEP that have lower reading levels.
j. Is there a tiered system of support to target math growth?	Yes	We have an MTSS Math elective class for students that are Tier 3 and Tier 2, who are not on IEP. IEP students receive math support in their Study Skills and IRR Math course.

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SECTION 1: Student Needs		Notes
k. Are there local assessments to measure reading growth?	Yes	AimsWeb, Interim Assessments, FastBridge, State Assessment
l. Are there local assessments to measure math growth?	Yes	AimsWeb, Interim Assessments, FastBridge, State Assessment
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	30-45 minutes of MTSS Reading time. Math MTSS Elective Course SOAR Time - 20 minutes to address multiple needs
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	We will plan to meet with our DLT to identify strengths and weakness with our process. We will then work with our BLT team to also identify areas of growth and targeted improvement for the coming school year. Those goals and strategies will then move to the grade level teams and finally to the classroom for the most impact. We also plan to include students and families in this process.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Following district goals we want to increase the number of students scoring a level 3 and 4 on the KAP by 5%.

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<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>		<b>Notes</b>
a. How is social/emotional growth being measured?	Second Step, Counseling lessons, Douglas County Mental Health Group, Care Team, MTSS Supports, SRSSie	We have a team plan each day for core teachers and care team once a week to address social/emotional needs.
b. What are the targets/goals related to social/emotional growth?	Students to show growth throughout the year	
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?	Students begin CTE intro classes in order to explore possible career interests and pathways	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		
g. How are you ensuring students are civically engaged?	Through various clubs and groups during the school day	Lunch with Law Enforcement, Dg. Co Drug Youth Leadership groups, Cardinal Meet-up

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<b>SECTION 3: Curriculum Needs</b>		<b>Notes</b>
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	ASA (After School Academics), Summer Academy	
b. Are there appropriate and adequate instructional materials?	Yes	
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 taught. (only if building serves Grades 10-12)	N/A	
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	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	

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3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	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 heritage.	Yes	
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	
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	



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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?	Yes	
b. How many classified support staff are currently employed?	0	
c. How many classified support staff are needed?	0	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	Currently: 1 Counselor 1 Librarian 1 Nurse Assistant 1 Social Worker

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SECTION 5: Staff Needs		Notes
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Leading For Impact, DLT, TASN MTSS Math
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	FastBridge Training New SEL Character Strong PD	FastBridge Training New SEL Character Strong PD MTSS Math Training, PLC+

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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	We are working to address security needs at the building's main entrance.
c. Are additional School Buses needed or any additional Routes needed?	No	

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SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Open House, P/T Conference, Booster Club, Clubs 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?	No	
c. Do you have an active Site Council?	Yes	We have not met as regular due to Covid.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Great Booster Club and Site Council
e. What types of communication exists with families? Is it adequate?	Yes	Newsletter, Email, Phone Calls, Clubs, Activities, We are working to improve communication but we pride ourselves on communication to our families.
f. What types of communication/social media exists with your community? Is it adequate?		FB page, Instagram, Schools Foundation, Eudora Schools social media, Media Specialist Anticipate increase SM presence with addition of Engagement Specialist

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SECTION 8: School Data		Notes
a. Building Attendance Rate	95.1%	
b. Building Chronic Absenteeism Rate	18.65%	
c. District Chronic Absenteeism Rate	18.50%	
d. District Graduation Rate	95%	
e. District Dropout Rate	.7%	

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SECTION 8: School Data	Notes	
<i>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</i>		
a. What is our building graduation rate	0.00%	
b. What is our building dropout rate?	0.00%	
c. What is our average comprehensive ACT score?	0.00%	

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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?	NA	Continue to educate the staff at the beginning of the school year about the plan and how to implement it. This year is a baseline for how we move forward as a team to continue to make improvements. Also, looking as we go for tweaks that need to be made to make more improvements on the goals. Maybe there are things we hadn't thought of...We are looking at how we can leverage data and interventions in all core classes, and what adjustments need to be made to attain higher gains for students.
1. Can these be achieved with additional resources?	Yes	We want to make sure we are reaching every student and striving for significant growth, getting them above grade level and getting all students to participate.
2. Why or why not?		

b. Additional building unique items:

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SECTION 9: Other Data		Notes