

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.

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Kansas leads the world in the success of each student.

BUILDING NEEDS ASSESSMENT



USD 491 Eudora Schools
Grades Served: 9-12

Eudora High School

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

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SECTION 1: Student Needs		Notes
a. Student Headcount	535	
b. Percentage of students with an active IEP	17.4%	
c. Percentage of students enrolled in English Language Learner (ELL) services	.75%	
d. Percentage of students identified as At-Risk (Free lunch)?	14.6%	

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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	This year we have refined our current systems to add a Reading Specialist to work with student identified mainly MTSS Tier 3 students in our reading lab classes. Each Freshman is Screened and those students not performing at grade level are assessed throughout the rest of the year to monitor growth.
j. Is there a tiered system of support to target math growth?	Yes	This coming year district math teacher will work with TASN and Kansas MTSS to improve and grow instructor practices and refine current programs in order to meet student needs.

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SECTION 1: Student Needs		Notes
k. Are there local assessments to measure reading growth?	Yes	AimsWeb, Interim Assessments, FastBridge, ACT/ Work Keys
l. Are there local assessments to measure math growth?	Yes	AimsWeb, Interim Assessments, FastBridge, ACT/ Work Keys
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	After School Tutoring Summer Credit recovery Cardinal 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 department 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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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?	Yes	Through the Kansas Work competencies and S/E lesson in Cardinal Time and IPS. We plan to implement SAEBRS 2022-2023, KCTC survey
b. What are the targets/goals related to social/emotional growth?	Students increase soft skills as they progress from 9 through 12 th grade and are able to build employability skills and civic awareness	
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?	Xello	Students spend time each year working with Cardinal time instructors to progress through the Xello program and work with building counselors
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Yes	Our goal is to increase student opportunities for success beyond graduation. Measured by the district goal of increase post-secondary success rate by 5%

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g How are you ensuring students are civically engaged?	Yes	Through student groups; STUCCO Cardinal Core

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SECTION 3: Curriculum Needs		Notes
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)	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	
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: 2 Counselors 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	FastBridge Training MTSS Math Training Collaboration time increase Vertical Alignment for Departments Summer Math Team meetings PLC+

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SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	Increased classroom use in locker bays and outdoor classroom
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Existing HVAC needs being addressed Ongoing building improvements targeted
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	Booster Club
e. What types of communication exists with families? Is it adequate?	Yes	Cardinal Newsletter, Email, Phone Calls, Clubs, Activities We are working to improve communication by identifying other avenues and blind spots
f. What types of communication/social media exists with your community? Is it adequate?	Yes	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	94.3%	
b. Building Chronic Absenteeism Rate	21.25%	
c. District Chronic Absenteeism Rate	18.5%	
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	95%	
b. What is our building dropout rate?	.7%	
c. What is our average comprehensive ACT score?	20.7%	

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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	We have hired a reading specialist for 22-23. This will be a springboard to improving how we serve our students. We are being deliberate about how many initiatives we will have this next school year so we can be focused and intentional. We need to be more intentional in sharing the data with all staff. We need to make a team of staff that are on the path of improvement and grow this group. This is a change in culture and how we do some of the business of education. We need to provide time for staff to learn the PLC process and what each teacher can contribute in helping all students learn at high levels.
1. Can these be achieved with additional resources?	Yes	This growth will take place as we build collective efficacy and embrace our Continuous Improvement Model and work to achieve growth in all students we serve.
2. Why or why not?		

b. Additional building unique items:

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SECTION 9: Other Data		Notes