

Building Needs Assessment 2025-2026

Building:

<u>Rose Capacities:</u> Is every child in your school provided at least the following capacities? (ANSWER YES OR NO)	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	
4. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	
5. 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.	

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Building:

<u>STUDENT GROUP: General Education</u>	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☐ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below.	
II. Does the data support your personal perception	
☐ Yes ☐ No	
III. Data Points Used To Support your claim. Be specific as to the data point from a numerical perspective. (add more below if needed)	
Data Point 1:	
Data Point 2:	

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Data Point 3:	
Data Point 4	
IV. How does that data support your claim? Be specific as to why the data supports your claim positively, neutrally, or negatively. A blank is not acceptable. (add more below if needed)	
DP 1 Claim:	
DP 2 Claim:	
DP 3 Claim:	
DP 4 Claim:	
V. Describe what it would take to move to a rockstar level of performance. Be as specific as you possibly can.	
Year 1:	
Year 2:	
Year 3:	

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
Previous year text	Progress notes

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Year 1:	
Year 2:	
Year 3:	

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Building:

<u>STUDENT GROUP: Special Education</u>	
Possible Focus Areas: Attendance/Tuancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
I. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☐ Progressing	
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DP 3 Claim:	
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Year 1:	
Year 2:	
Year 3:	

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
Previous year text	Progress notes
Year 1:	

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Year 2:	
Year 3:	

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Building:

STUDENT GROUP: ELL	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
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Year 2:	
Year 3:	

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
Previous year text	Progress notes
Year 1:	
Year 2:	

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Year 3:	
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Building:

STUDENT GROUP: At-risk/ MTSS/ General Student Support/ 504/ Homeless	
Possible Focus Areas: Attendance/Truancy, Behavior, Mental Health, Assessment Scores, Grades, Health, At-Risk Factors, Other	
II. Building (collective) perception as to the effectiveness of this subset of students/ areas/ programs/ departments?	
A. Rate this in your building as (select one). ☐ Exceeds ☐ Meets ☐ Progressing	
B. Provide any anecdotal evidence to support your perception in the cell below.	
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DP 3 Claim:	
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Year 2:	
Year 3:	

VI. PROVIDE INFORMATION AS TO THE PROGRESS OF YOUR RESPONSES LAST YEAR IN THIS CATEGORY	
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Year 1:	
Year 2:	
Year 3:	

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Building:

Additional Needs:

Department	Need(s)	Departmental response/validation
Maintenance/custodial		.
Technology		
Transportation		
Food Service		
Communications		
Other (please specify)		