

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: PreK-5

Eudora Elementary

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

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

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SECTION 1: Student Needs		Notes
a. Student Headcount	750	
b. Percentage of students with an active IEP	23.2%	
c. Percentage of students enrolled in English Language Learner (ELL) services	.93%	
d. Percentage of students identified as At-Risk (Free lunch)?	17.74%	

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SECTION 1: Student Needs		Notes
e. Pupil-Teacher Ratio Average	17:1	
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	Protocols are in place and daily reading interventions for all students at their levels, targeting their individual needs.
j. Is there a tiered system of support to target math growth?	Yes	Protocols are in place for daily math interventions for all students at their levels, targeting their individual lagging skills.

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SECTION 1: Student Needs		Notes
k. Are there local assessments to measure reading growth?	Yes	Common assessments are given at grade levels, along with Kansas State Assessments. Screening and progress monitoring data is also used.
l. Are there local assessments to measure math growth?	Yes	Students are assessed with grade level common assessments, State Assessments, as well as screening and progress monitoring data.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	No	Students have tutoring services but not much beyond this for other helps or extensions.
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 part of 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	Our SRSSie universal screener data is collected and analyzed. KU survey for Dg. County. This coming year we will be implementing SAEBRS
b. What are the targets/goals related to social/emotional growth?	No	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Yes	Data from our EC teachers and myIGDIs
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Yes	Kindergarten teachers look at mastery of the Kansas standards for math and reading. ASQ3 and ASQ-SEZ
e. How are successes of Individual Plans of Study being measured?		
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?	Yes	Exposures and instruction on good citizenship based on skill level and developmental level of students

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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Yes	Summer Academy for all students that work on grade-level standards, physical activity, art, and field trips for community engagement.
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	Online components are used by all grade levels for curriculum utilized.

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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)		
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.		
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.		

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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.		
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.		

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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	We would love to have more wrap workers/ Counselor's to address goal of increasing student SEL growth

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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	Through various trainings and meetings with Kansas MTSS representatives
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Yes	Continued support and training with Kansas MTSS for best instruction assessment with math and reading, PLC+

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SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	Additional classrooms for early childhood grade levels will be needed with anticipated growth in Eudora in the future.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	On-going HVAC updates and continuous building regular maintenance
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	Meet the Teacher event, open house, and PTO nights for family engagement and fun.
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	Regular meetings that get helpful feedback /could be enhanced.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	PTO is a regular contributor to funding building and supporting classroom teachers
e. What types of communication exists with families? Is it adequate?	Yes	Emails, Blackboard Messages, Newsletters
f. What types of communication/social media exists with your community? Is it adequate?	Yes	Facebook, but looking to increase SM presence with addition of Engagement Specialist

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SECTION 8: School Data		Notes
a. Building Attendance Rate	96.3%	
b. Building Chronic Absenteeism Rate	16.83%	
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	We have established intentional plans with data collection, data usage, and are working toward more collaboration as a normal foundational piece for our teams. With this mindset we truly look at our BLT as the unit to "lead from the middle" and rebuild our culture and collaborative climate at EES.
1. Can these be achieved with additional resources?	Yes	It will take time, patience, and collective efficacy in order to achieve growth for all students at EES
2. Why or why not?		
b. Additional building unique items:		

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SECTION 9: Other Data	Notes