

# BUILDING NEEDS ASSESSMENT



## Template Instructions

Please enter in all blue 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. If removing and adding questions, it's suggested to use the [Word](#) or [Excel](#) templates. 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 [KSDE's School Finance Guidelines & Manuals page](#) in the Guidelines section.

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

## Contacts

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

# BUILDING NEEDS ASSESSMENT



**USD**

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BUILDING NEEDS ASSESSMENT FOR

BUDGET CONSIDERATIONS

SECTION 1: Student Needs		Notes
a. Student Headcount		
b. Percentage of students with an active IEP		
c. Percentage of students enrolled in English Language Learner (ELL) services		
d. Percentage of students identified as At-Risk (Free lunch)?		
e. Pupil-Teacher Ratio Average		

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SECTION 1: Student Needs		Notes
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?		
h. Are there gaps in student success among race/ethnicity student subgroups?		
i. Is there a tiered system of support to target reading growth?		
j. Is there a tiered system of support to target math growth?		
k. Are there local assessments to measure reading growth?		

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SECTION 1: Student Needs		Notes
l. Are there local assessments to measure math growth?		
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?		
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		

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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?		
b. What are the targets/goals related to social/emotional growth?		
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?		
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?		

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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.)?		
b. Are there appropriate and adequate instructional materials?		
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?		

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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?		
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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SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
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 self-knowledge and knowledge of his or her mental and physical wellness.		
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.		
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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<b>SECTION 5: Staff Needs</b>		<b>Notes</b>
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?		
b. How many classified support staff are currently employed?		
c. How many classified support staff are needed?		
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?		

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<b>SECTION 5: Staff Needs</b>		<b>Notes</b>
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?		
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		

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<b>SECTION 6: Facility Needs</b>		<b>Notes</b>
a. Is there adequate space for student learning?		
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?		
c. Are additional School Buses needed or any additional Routes needed?		

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SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?		
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?		
c. Do you have an active Site Council?		
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?		
e. What types of communication exists with families? Is it adequate?		
f. What types of communication/social media exists with your community? Is it adequate?		

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SECTION 8: School Data		Notes
a. Building Attendance Rate		
b. Building Chronic Absenteeism Rate		
c. District Chronic Absenteeism Rate		
d. District Graduation Rate		
e. District Dropout Rate		

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

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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?		
1. Can these be achieved with additional resources?		
2. Why or why not?		
b. Additional building unique items:		