

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 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

Dale Brungardt School Finance Director Dale.brungardt@ksde.gov (785)296-3872

BUILDING NEEDS ASSESSMENT



Grades Served: K-12

2025-2026 BUILDING NEEDS ASSESSMENT FOR 2026-2027 BUDGET CONSIDERATIONS

2026-2027 BUILDING NEEDS ASSESSMENT FOR 2026-2027 BUDGET CONSIDERATIONS

USD 241 Wallace County Schools

Grades Served: K-12

SECTION 1: Student Needs		Notes
a. Student Headcount	146.4	Enrollment appears to be steadily declining with larger class sizes expected in the near future. Kindergarten needs to be at a 1:10 ratio.
b. Percentage of students with an active IEP	4.0%	
c. Percentage of students enrolled in English Language Learner (ELL) services	2.7%	4 students are ELL in the district.

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SECTION 1: Student Needs		Notes
d. Percentage of students identified as At-Risk (Free lunch)?	37.6%	
e. Pupil-Teacher Ratio Average	9:1	16 teachers in the district.
f. Pupil-Teacher Ratio Median	9:1	
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?	NA	
i. Is there a tiered system of support to target reading growth?	Yes	The district has been working with TASN and has a strong MTSS (WIN) program. MTSS has been implemented since the 23-24 school year.

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SECTION 1: Student Needs		Notes
j. Is there a tiered system of support to target math growth?	Yes	Current math MTSS involves the use of IXL – a state funded program that targets each student’s math competencies. We will be working with TASN this year to establish a stronger math MTSS.
k. Are there local assessments to measure reading growth?	Yes	We use Fastbridge to measure the reading growth of all students. This screener is given 3 times a year and used with our MTSS time to differentiate instruction for all enrolled students.
l. Are there local assessments to measure math growth?	Yes	We use Fastbridge to gauge student’s abilities in math. This screener is used primarily for the students to structure the level at which core and individualized instruction occurs.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Students meet regularly with instructors before and after school when extra support is needed. WIN time has been scheduled for additional support in reading.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		Working with TASN, we are providing differentiated support to students. Teachers collaborate once per month in order to identify students’ needs. At that time, they discuss how to address the needs of all learners.

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SECTION 1: Student Needs		Notes
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	It is the goal of all teachers to move each student to the next level. With the help of Fastbridge and interim testing, teachers work with students to advance their reading and math proficiencies.

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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?	Non academic surveys are not allowed to be given without parent consent. Therefore, students or parents that indicate that they are struggling, we work with them to provide resources and support.
b	What are the targets/goals related to social/emotional growth?	We provide character education to all students through the board-approved Capturing Kids' Hearts curriculum. Our goal is to develop lifelong learners who are prepared for success in the workforce and beyond.
c	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Incoming Kindergarten students are given ASQ upon enrollment which gives teachers a snapshot of their capabilities.
d	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Because access to PreK preparation is extremely limited in Wallace County, USD 241 is limited in its capacity to measure kindergarten-readiness. We work with Headstart and local daycare to align with our curriculum and with behavior expectations.

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SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
e How are successes of Individual Plans of Study being measured?		Each student in grades Pre K-12 have individualized plans of study. Our school uses XELLO to create the individualized plans as well as electronic portfolios for students 6-12 grades. Our school received a Copper in IPS Star and the All Star High Award from KBOR.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Continue senior signing day, local ACT prep, local ACT administration, senior mock interviews, interview training, senior exit day, college and career fairs.	With the addition of local college and career fairs, all students K-12 were exposed to postsecondary opportunities.
g How are you ensuring students are civically engaged?		K-12 students are fully engaged in civics. Our students participate in community clean up, kindness projects, partnering with elementary and elderly in the community. School-wide Kindness Challenge, BOE presentation Capturing Kids Hearts, Community Clean-Up, High School/Elementary mentoring @ Career Fair

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SECTION 3: Curriculum Needs		Notes
a What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		Examples include: After and before school tutoring, partnering with the library, local extension, and Farm Bureau Ag in the Classroom.
b Are there appropriate and adequate instructional materials?	yes	The district has developed an HQIM Adoption Schedule. Instructional materials must meet the Science of Reading standards, selected by the teachers and approved by the BOE.

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SECTION 3: Curriculum Needs		Notes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Technology is available to all classrooms. While technology is important, teachers do limit its classroom use. USD 241 does have a technology committee that meets yearly to ensure that technology is up to date and supported for all students.

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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	We are working to incorporate more classes/electives available to high school students. USD 241 is working to add more CTE and technology classes to the high school schedule.
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	Coursework for oral and written communication skills are provided to each student. Our state assessment scores remain above state average.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	yes	Students are required to take the recommended graduation requirements to ensure knowledge of economics, social, and political systems.

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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.	Yes	Government coursework is provided for all students.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Students are provided curriculum and resources for mental and physical wellness. PE is required for all grades K-5, sports for grades 6-12. PE/Health is a requirement for graduation. All students are offered Character Education that addresses mental well being.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	Students in grades K-8 are provided art classes. A fine arts credit is required in high school. USD 241 partners with other entities to provide cultural and historical heritage (FWMA, WPAA, Dane Hansen).
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	Students are provided college preparatory coursework, CTE classes, and work-based learning opportunities.

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SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	Yes	Students are offered college preparatory classes, provided opportunities to earn dual credits, and earn certifications in manufacturing, construction, and healthcare. More pathways are being established in the 26-27 school year.

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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	USD 241 is working with teachers to get them certified in their teaching field. We currently have two emergency substitute teachers working on their masters and certifications.
b. How many classified support staff are currently employed?	18	This includes secretaries, Rule 10 coaches, etc.
c. How many classified support staff are needed?	1 + additional para support	School nurse and additional para support
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	There is a need for a school nurse. An additional counselor would be ideal.

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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	Principals and those in leadership roles are enrolled in leadership seminars/programs and attend state wide events to develop new leadership skills.

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SECTION 5: Staff Needs		Notes
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		We have partnerships with TASN and educational consultants to provide resources and training for instructional practices in order to improve instruction. Additionally, all ELA teachers have taken or are currently enrolled in LETRS training.

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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	The much needed HVAC system and lights was upgraded during Fall of 2025. We still need to add a ventilation system to the shop if we continue to offer manufacturing classes.

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SECTION 6: Facility Needs		Notes
c. Are additional School Buses needed or any additional Routes needed?	Yes	We are in need of an additional route driver to the North.

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SECTION 7: Family Needs/Community Relations		Notes
a Do you have regular events to engage parents . with teachers?	Yes	Family literacy night, open house, senior signing day, student led conferences, sports, college and career fair, Senior Parent FAFSA training night, Freshman Orientation, Enrollment day.
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?		Resources are provided to caregivers on literacy night and student led conference days.
c Do you have an active Site Council?	Yes	We meet twice per year.
d Do you have active PTO, PTA, Booster Club, or . other organizations with parent leadership?	Yes	PTO and Booster club are active.
e What types of communication exists with . families? Is it adequate?		Families receive communication through newsletters, the school messenger system, mail, emails, social media, website and an app. We have added a messenger system, Parent Square. This streamlines communication for all families and activities.

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SECTION 7: Family Needs/Community Relations		Notes
f. What types of communication/social media exists with your community? Is it adequate?		Parent Square, Facebook, website, app, text messaging, email, and written notices.

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SECTION 8: School Data		Notes
a Building Attendance Rate	94.8%	95.6% HS 9-12 94.5% GS K-8 State average is 93.1%
b District Chronic Absenteeism Rate	13.3%	State average is 19.8%
d District Graduation Rate	100%	State average is 89.5%
e District Dropout Rate	NA	Sample size too small for state to determine.

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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 average comprehensive ACT score?	18.1	This number fluctuates depending on class size.

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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?	Collaboration time, access to mental health for students and staff, funding for support staff, Kindergarten readiness (preschool opportunities), CTE staff, and declining enrollment
	1. Can these be achieved with additional resources?	There are no guarantees. The staff of USD 241 looks for resources to fill voids.
	2. Why or why not?	Because many factors are out of our control, we cannot address all of the issues. There are many outside factors that influence the barriers.
b	Additional building unique items:	

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SECTION 9: Other Data		Notes