

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

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Kansas leads the world in the success of each student.

BUILDING NEEDS ASSESSMENT



Grades Served: K-12

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

USD 241Wallace County Schools

Grades Served: K-12

SECTION 1: Student Needs		Notes
a. Student Headcount	158	
b. Percentage of students with an active IEP	9%	
c. Percentage of students enrolled in English Language Learner (ELL) services	2%	
d. Percentage of students identified as At-Risk (Free lunch)?	37%	

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SECTION 1: Student Needs		Notes
e. Pupil-Teacher Ratio Average	15	
f. Pupil-Teacher Ratio Median	12	
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	Because our race/ethnicity population is small we do not have enough data to provide accurate data for determining gaps.
i. Is there a tiered system of support to target reading growth?	Yes	We have been working with TASN to develop a MTSS system that was implemented fully in the 23-24 school year.
j. Is there a tiered system of support to target math growth?	Yes	Our math MTSS involves the use of IXL – a state funded program that targets each student’s math competencies.

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SECTION 1: Student Needs		Notes
k. Are there local assessments to measure reading growth?	Yes	We use Fastbridge to measure the reading growth of all students. This assessment is given 3 times a year and used with our MTSS time to differentiate instruction for all enrolled students. The STAR assessment is given three times a year which gives us a snapshot of students' reading level.
l. Are there local assessments to measure math growth?	Yes	We use Fastbridge to gauge student's abilities in math. This is used primarily for the students to structure the level at which 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 point, they discuss how to address the needs of students.
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. However, it is important to keep in mind that the state assessment is only one indicator of academic growth that does not target specific skills.

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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 using the board approved curriculum, Capturing Kids Hearts.
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 on what they can do. We work with Headstart to be aligned on curriculum and behavior expectations.
e. How are successes of Individual Plans of Study being measured?		Students in grades 6-12 have individualized plans of study. Our school uses XELLO to create the individualized plans as well as the addition of electronic plans. Our school continues recognition for postsecondary success and academically prepared for postsecondary.

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SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Senior signing day, ACT prep, local ACT administration, senior mock interviews, interview training, senior exit day (CPR, self-defense, courthouse tour, roundtable with former graduates)	Improvement each year to move students to the next Level of growth. Continue to maintain our success and effective rate. The addition of career fairs and career opportunities are among the goals set for next year.
g. How are you ensuring students are civically engaged?		Students are fully engaged. We document each student/class involvement in civic engagement.

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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		After school tutoring, partnering with the library, local extension agency
b. Are there appropriate and adequate instructional materials?	yes	Instructional materials must meet the Science of Reading standards, selected by the teachers, and approved by the BOE.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	yes	Technology is used in all classrooms. While technology is important, teachers do limit technology. 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)		Classes are provided for all areas of instruction during their years in high school.
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	Course work for oral and written communication skills are provided to each student. Our scores remain above state average for both areas.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	yes	Students are required to take 4 years of coursework in high school 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	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. Anti-vaping campaign, character education program provides skill building for mental and physical wellness.
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, Work based learning opportunities.
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	Students are provided the opportunities to earn certificates in manufacturing, construction, and health. More pathways are being established to provide more opportunities for students.

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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-working towards certification	USD 241 is working to get teachers fully certified. Using the TAP program (WSU), T2T (FHSU), teachers are working on certifications. These programs take at least 2 years to complete.
b. How many classified support staff are currently employed?	20	
c. How many classified support staff are needed?	1	School nurse, paraprofessional
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We are working to get additional staff hired.

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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	Building leaders and district leadership teams are provided opportunities to attend leadership and instructional leadership workshops.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		We have partnered with TASN and educational consultants to provide resources and trainings for instructional practices in order to improve instruction. Professional development has been scheduled with McRel (teaching strategies). ELA instructors are working to certify in the science of reading, 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	HVAC system is in need of updates. Ventilation system in the manufacturing area.
c. Are additional School Buses needed or any additional Routes needed?	Not at this time	

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SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Open houses, family literacy nights “aloha”, Student led conferences, Hank the Cowdog, parent career fair, sports parent meetings
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?		We provide resources on literacy night and student led conferences.
c. Do you have an active Site Council?	Yes	Site council meets twice a year.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Booster club is active.
e. What types of communication exists with families? Is it adequate?		Families receive communication through newsletters, school messenger system, mail, emails, social media, website and apps. Communication is always a challenge and we do our best to provide communication through different avenues.

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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?		Facebook, website, app, text messaging, email, written notices

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SECTION 8: School Data		Notes
a. Building Attendance Rate	94.4%	State average is 92.8%
b. District Chronic Absenteeism Rate	13.4%	We have identified absenteeism as a school improvement goal for next year. State average is 21.8%
d. District Graduation Rate	84.6%	Due to our small class graduation size, this number fluctuates. Our last 5 year's average is 96%. State average is 92.8%
e. District Dropout Rate	NA	Too small sample size 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>		
f. What is our average comprehensive ACT score?	16.9	Again, this number fluctuates depending on class size. Our five year average is above the state average. (20.4 is our five year average)

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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 for staff, access to mental health, funding for support staff, Kindergarten readiness (preschool opportunities), CTE staff, declining enrollment	
1. Can these be achieved with additional resources?	There are no guarantees but we are utilizing many different resources.	
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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