

# 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.



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## Contacts

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# BUILDING NEEDS ASSESSMENT



**McLouth High School**

**USD 342 McLouth  
Grades Served: 9-12**

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

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## **USD 342 McLouth**

**McLouth High School**

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<b>SECTION 1: Student Needs</b>		<b>Notes</b>
a. Student Headcount	125	
b. Percentage of students with an active IEP	28.4%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	

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SECTION 1: Student Needs		Notes
d. Percentage of students identified as At-Risk (Free lunch)?	44.0%	
e. Pupil-Teacher Ratio Average	15.6%	
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?	NA	Subgroup sizes are too small to compare without identifying

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SECTION 1: Student Needs		Notes
i. Is there a tiered system of support to target reading growth?	Yes	
j. Is there a tiered system of support to target math growth?	Yes	
k. Are there local assessments to measure reading growth?	Yes	FastBridge along with formative and summative assessments given by classroom teachers.
l. Are there local assessments to measure math growth?	Yes	FastBridge along with formative and summative assessments given by classroom teachers.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Through Advisory Period

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SECTION 1: Student Needs		Notes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Sharing information and data with teachers to use when planning instruction for all students.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Intervention as needed.

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<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>		<b>Notes</b>
a. How is social/emotional growth being measured?	Through anecdotal records and the counseling and school social working departments.	
b. What are the targets/goals related to social/emotional growth?	On individual basis	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A	
e. How are successes of Individual Plans of Study being measured?	Through counselor and interventionist.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Through counselor	

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<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>		<b>Notes</b>
g How are you ensuring students are civically engaged?	FFA, FBLA and student counsel	



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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.)?	Yes	Summer school is offer for credit recovery purposes.
b . Are there appropriate and adequate instructional materials?	Yes	

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<b>SECTION 3: Curriculum Needs</b>		<b>Notes</b>
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	

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

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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.	Yes	

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<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
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	

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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?	5	
c. How many classified support staff are needed?	5	

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<b>SECTION 5: Staff Needs</b>		<b>Notes</b>
d . Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e . Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	

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<b>SECTION 5: Staff Needs</b>	<b>Notes</b>
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Continued professional development offer through district. Teachers my request to attend out of district professional development.



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<b>SECTION 6: Facility Needs</b>		<b>Notes</b>
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	

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<b>SECTION 6: Facility Needs</b>		<b>Notes</b>
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	
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?	None noted	
c Do you have an active Site Council?	Yes	
d Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	
e What types of communication exists with families? Is it adequate?	Yes	Social media accounts, email accounts, posted daily announcements and PowerSchool parent portal.

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<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
f. What types of communication/social media exists with your community? Is it adequate?	Yes	District website, district Facebook and "X" accounts.

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SECTION 8: School Data		Notes
a Building Attendance Rate	92.0%	
b Building Chronic Absenteeism Rate	23.0%	
c District Chronic Absenteeism Rate	20.0%	
d District Graduation Rate	100.0 %	
e District Dropout Rate	0.0%	

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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	100.0 %	
b. What is our building dropout rate?	0.0%	

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SECTION 8: School Data	Notes	
<i>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</i>		
c. What is our average comprehensive ACT score?	18.9%	



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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:	

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SECTION 9: Other Data	Notes