

## **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 <u>KSDE's School Finance</u> <u>Guidelines & Manuals page</u> in the Guidelines section.

Please reference the <u>Needs Assessment and State Assessments Review Guidelines</u> for more information.



Kansas leads the world in the success of each student.

December 2023



## Contacts

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#### McLouth Middle School

#### USD 342 McLouth Grades Served: 6-8

Grades Served: 6-8

2023-2024 Building Needs Assessment for 2024-2025 Budget Considerations

2023-2024 Building Needs Assessment for 2024-2025 Budget Considerations

### USD 342 McLouth

### McLouth Middle School

E	CTION 1: Student Needs		Notes
	Student Headcount	88	
-	Percentage of students with an active IEP	30.6%	
-	Percentage of students enrolled in English Language Learner (ELL) services	0.00%	



SE a.

b

C

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SE	CTION 1: Student Needs		Notes
d.	Percentage of students identified as At-Risk (Free lunch)?	37.5%	
e.	Pupil-Teacher Ratio Average	22	
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	Subgroups are too small to compare and could identify

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SE	CTION 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 and formative and summative assessments given by classroom teachers.
Ι.	Are there local assessments to measure math growth?	Yes	FastBridge and 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 with teachers to use when planning instruction for all students.
<ul> <li>Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</li> </ul>	Yes	Intervention as needed. Co-teaching in math and ELA grades 6-8 beginning SY 24/25.



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	CTION 2: State Board of Education strict KESA (accreditation) and Sta	Notes	
a	How is social/emotional growth being measured?	Through anecdotal records and 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	
е	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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SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
g How are you ensuring students are civically engaged?	FFA, FBLA and Student Council	



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SE	CTION 3: Curriculum Needs		Notes
a	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	No after school programs or summer school are offered at this time.	
b	Are there appropriate and adequate instructional materials?	Yes	

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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	



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SE	CTION 4: Educational Capacities (pu	ursuant 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?	Yes	
	<ol> <li>Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.</li> </ol>	Yes	
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	



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SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
<ol> <li>Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.</li> </ol>	Yes	
<ol> <li>Sufficient self-knowledge and knowledge of his or her mental and physical wellness.</li> </ol>	Yes	
<ol> <li>Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.</li> </ol>	Yes	
<ol> <li>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.</li> </ol>	Yes	



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



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SE	CTION 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?	6	
C.	How many classified support staff are needed?	6	

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



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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?	Professional development is offered by the district throughout the year.	



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SECTIO	ON 6: Facility Needs		Notes
	here adequate space for Ident learning?	Yes	
. and exis	e there necessary repairs d/or adjustment to the sting space that need to made?	Yes	

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SECTION 6: Facility Needs		Notes
c. Are additional School Buses needed or any additional Routes needed?	No	



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SE	CTION 7: Family Needs/Community Re	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?	6 <sup>th</sup> grade open house night reviews technology services and user agreement.	
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	
е	What types of communication exists with families? Is it adequate?	Yes	

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SECTION 7: Family Needs/Community Re	Notes	
f. What types of communication/social media exists with your community? Is it adequate?	Yes	



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SECTION 8: School Data	а	Notes
a Building Attendance . Rate	93.0&	
b Building Chronic . Absenteeism Rate	24.0%	
c. District Chronic Absenteeism Rate	20.0%	
d District Graduation . Rate	0.0%	
e District Dropout Rate	0.0%	



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SECTION 8: School Data		Notes
SECTION 8A: High Sc	hool Ne	eds (buildings with grades 10 through 12 only)
a. What is our building graduation rate	N/A	
b. What is our building dropout rate?	N/A	



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SECTION 8: School Data		Notes
SECTION 8A: High Scl	hool Ne	eds (buildings with grades 10 through 12 only)
c. What is our average comprehensive ACT score?	N/A	



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SECTION 9: Other Data	Notes					
<ul> <li>a Based on the building leadership team's</li> <li>analysis, what are the barriers your school faces with non-assessment related issues?</li> </ul>						
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	