

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 000 USD 403

Grades Served: 6 - 12



Otis Bison JR/SR High

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

SECTION 1: Student Needs		Notes
a. Student Headcount	80	Enrollment is down significantly. Larger classes moving up, smaller class sizes coming in. Loss of students.
b. Percentage of students with an active IEP	10.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	4.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	37.00%	
e. Pupil-Teacher Ratio Average	11.0	

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SECTION 1: Student Needs		Notes
f. Pupil-Teacher Ratio Median	10.0	
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?		Too small numbers to be reported
i. Is there a tiered system of support to target reading growth?	Yes	Every student 6-8 is part of a tiered reading group for 25 minutes every day. Students in grades 9 - 12 are provided 30 - 40 minutes extra support daily as needed.
j. Is there a tiered system of support to target math growth?	yes	Every student 6-8 is part of a tiered math group for 25 minutes every day. Students in grades 9 - 12 are provided 30 - 40 minutes extra support daily as needed.
k. Are there local assessments to measure reading growth?	Yes	We use Fastbridge screeners 3 times per year to measure reading growth as well as progress monitor students between benchmarks.

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SECTION 1: Student Needs		Notes
l. Are there local assessments to measure math growth?	Yes	We use Fastbridge screeners 3 times per year to measure math growth as well as progress monitor students between benchmarks.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	We have after school homework help once per week.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		We are currently looking at our curriculum and beginning work to ensure that we are aligned with state standards. Also work will begin in the 2024 - 25 school year to collaborate with other small districts in professional learning communities with the focus of teaching standards in both math and ELA.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		At this time, we do not have targets aside from work in our MTSS tiered groups for math and ELA.

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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?	Fastbridge SAEBRS screener and my SAEBRS	Parents are reluctant to opt in students for the mySAEBRS. We have better response if we personally discuss its use vs. email or letters to get permission to OPT students in to the screener.
b. What are the targets/goals related to social/emotional growth?	For students to have coping skills when met with adverse situations.	
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?	Presentation to parents at conference and assistance to student in planning to attend college or a career.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	We have a goal to have 90% of our students meet postsecondary completion/attendance	
g. How are you ensuring students are civically engaged?	Yes, through organizational activities and class activities.	

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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer school and after school help is offered for grades 6 - 8.	
b. Are there appropriate and adequate instructional materials?	In most areas, yes. However, some are dated and we now have a plan to cycle and review these regularly.	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes, we are a one-to-one district Pre k - 12.	

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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, sometimes through virtual options when necessary, but currently all needs are met by staff.	
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	As age appropriate
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	yes	As age appropriate

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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	Age appropriate.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	yes	Age appropriate.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	yes	We are fortunate in a small district to still have a music teacher. Our students could benefit from having an art teacher at the elementary school.
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.	We do offer CTE pathways and dual credit opportunities for students to meet their educational and future goals.	
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.	We are able to make individualized plans for students to meet their needs as much as possible though CTE and dual credit CTE with Barton CC.	

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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?	In most areas, but not all.	We do have a music teacher in the transition to teaching program and one who is getting certification in PE for middle school.
b. How many classified support staff are currently employed?	2	
c. How many classified support staff are needed?	2	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We do not have a licensed counselor, full time nurse or librarian.

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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	Principal/Superintendent has 6 years experience as instructional coach and trained in Jim Knights instructional coaching.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Reading and Math best practices	

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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?	Finish HVAC at HS to eliminate the need of the boiler.	
c. Are additional School Buses needed or any additional Routes needed?	Yes	Bus drivers are needed to create more routes in order to pick up students from homes and not just in towns.

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SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Open House, Concerts, Parent-teacher conferences
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?	N/A	
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Booster Club	
e. What types of communication exists with families? Is it adequate?	We use School Messenger (text, phone and email) a school website, and social media.	
f. What types of communication/social media exists with your community? Is it adequate?	Social media and school website	

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SECTION 8: School Data		Notes
a. Building Attendance Rate	92.80%	
b. Building Chronic Absenteeism Rate	28.40%	This is higher than the state average of 21%.
c. District Chronic Absenteeism Rate	11.50%	This includes OBA/Southwinds
d. District Graduation Rate	69.20%	This includes OBA/Southwinds
e. District Dropout Rate	4.70%	This includes OBA/Southwinds

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SECTION 8: School Data		Notes
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		
a. What is our building graduation rate	100.00%	
b. What is our building dropout rate?	0.00%	
c. What is our average comprehensive ACT score?	16.70%	This is below the state average of 19.3

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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?	Lack of Staff/Students	
1. Can these be achieved with additional resources?	Budget reallocations and grants to fund other areas to free up funding.	
2. Why or why not?	Teachers are hard to find, grants do not guarantee longevity.	
b. Additional building unique items:		