

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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BUILDING NEEDS ASSESSMENT

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BURLINGTON HIGH SCHOOL

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

USD 244

BURLINGTON HIGH SCHOOL

SECTION 1: Student Needs		Notes
a. Student Headcount	241	
b. Percentage of students with an active IEP	18%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.008%	
d. Percentage of students identified as At-Risk (Free lunch)?	33.3%	Audited Free Lunch only Reduced = 5.9%

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SECTION 1: Student Needs		Notes
e. Pupil-Teacher Ratio Average	10.7	
f. Pupil-Teacher Ratio Median	16.86	Data set 2-32
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	Behavior Liaison Social Worker Counselor GearUp from Wichita Mental Health Provider (Crosswinds)
h. Are there gaps in student success among race/ethnicity student subgroups?	N/A	Percentages of subgroups are too low to determine gaps.
i. Is there a tiered system of support to target reading growth?	Yes	Reading Specialist implemented during 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?	No	Reading specialist will go away for 26-27
k. Are there local assessments to measure reading growth?	Yes	FASTbridge Reading Assessment CLI Common Assessments
l. Are there local assessments to measure math growth?	Yes	FASTbridge Reading Assessment CLI Common Assessments
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Internships Work-based Learning Technical college partnerships Concurrent and dual credit Online/hybrid courses FFA/FBLA/FCCLA/Scholar's Bowl/TSA/Forensics/Music (Band/Choir), STEM

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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	With the assistance of the Curriculum Leadership Institute, all classes are mapped to state standards. The teachers' scope and sequence ensures fidelity of the curriculum. Instructional Coach disaggregates interim data for Math and English allowing departments to investigate and address gaps.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	BHS utilizes a reading specialist that focuses on students in Level 1. English instructors address individual gaps with students during the regular classroom environment. Math instructors focus on individual gaps within the classroom. BHS is implementing Math Labs for the 2025-2026 school to address Levels 1 and 2. This will allow strategic focus on data from interim scores.

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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?		BHS is in the third year of using SAEBRS assessment tool. BHS administers the CTC survey each year. Local Behavior Data Attendance (Chronic Absenteeism) Classroom Managed Behavior Referrals/Data
b. What are the targets/goals related to social/emotional growth?		During the current year BHS is focusing on Self Management as a building. • Students plan their week in Advisory time, scheduling tutoring, clubs and activities working on time management.
c. How do you determine if 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	

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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 the successes of Individual Plans of Study being measured?		● CTE Pathway completer & concentrator ● Certification completion ● # of students enrolled in Concurrent & Dual Credit classes ● # of Junior/Senior students enrolled in local technical programs ● Work-Based Learning participation mapped to their 4-year plan ● Internships ● Student completion of online high school courses that map to a career pathway in which BHS does not offer
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		To meet and exceed the state's expectations of 95% graduation rate and 70-75% effective rate
g. How are you ensuring students are civically engaged?		● Collaborate with city and county offices ● Election workers ● Voter registration ● Capitol tour and education experience ● Government Day ● Local city/county services at courthouse ● Activities/Athletic clubs and teams' partner with local non-profit and profit organization on multiple events annually.

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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		Extended school year program provided for special education students.
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	One-to-one chromebooks Every classroom has Inline Boards and multiple presentation tools.

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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?	yes	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.		• Required 4 years of English • Required Interactive Media course with communication competencies Class of 2028 and Beyond • Additional communications.5 credit • Marketing will be a required class beginning in 2027 • Consumer and PF will be moved to a senior level graduation requirement.
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
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	All students are required to take .5 credit of Health and .5 PE which includes intense lessons on mental wellness.
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	BHS offers 14 Career Pathways Students IPS allows students to create a path to enroll in Flint Hills Tech, Neosho County, Allen County and Emporia State programs.
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 earn certifications through high school vocational programs and when enrolled in technical college programs.

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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?	14	
c. How many classified support staff are needed?	17	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	Counselor Social Worker College and Career Advocate Librarian District Nurse MHIT Behavioral Liaison

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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 Assistant Principal Instructional Coach
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		Curriculum and content alignment High Quality Instructional Materials Tiered i and reading Relationship/SEL activities to embed in coursework In-Service classroom management training through HIIPS

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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?	No	
c. Are additional School Buses needed or any additional Routes needed?	N/A	

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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/Parent meeting • Student/Led Conferences (Fall) • Student-Led Conferences (Spring)
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?	Yes	FAFSA parent meeting Senior parent meeting 8 th grade enrollment night Back To School Night with grade level parent meetings Mental Health evening informative sessions provided by MHP CrossWinds
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	CatBackers Booster Club
e. What types of communication exists with families? Is it adequate?	Yes	• Monthly Newsletter • Notification System (ParentSquare) • SIS email • Website • Social Media • Parent Square

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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?	Yes	• Facebook • Twitter • Monthly Newsletter • Notification System (ParentSquare) • SIS email • Website

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SECTION 8: School Data		Notes
a. Building Attendance Rate	94%	
b. Building Chronic Absenteeism Rate	15.9%	
c. District Chronic Absenteeism Rate	12.2%	
d. District Graduation Rate	91.9	Class of 2024
e. District Dropout Rate	1.6	

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BURLINGTON HIGH SCHOOL

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	87	
b. What is our building dropout rate?	1.6%	
c. What is our average comprehensive ACT score?	18.7	

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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?		Chronic absenteeism Student mental health Drop outs
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	Lack of specialized staff/programs	Barriers could be addressed with part-time or full time general education social worker. An alternative program could address individual needs and an alternate setting for students to stay in school.
b. Additional building unique items:		

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SECTION 9: Other Data		Notes