



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

USD 244 USD Burlington Middle School

Building Name

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

Grades Served: Grades Served

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

USD 244 USD Burlington Public School

Burlington Middle School

Grades Served: 5th-8th

SECTION 1: Student Needs		Notes
a. Student Headcount	229	As of March 6, 2026
b. Percentage of students with an active IEP	20%	45 of our of our 229 students are on an active IEP
c. Percentage of students enrolled in English Language Learner (ELL) services	0	
d. Percentage of students identified as At-Risk (Free lunch)?	36%	Free- 36%



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SECTION 1: Student Needs		Notes
e. Pupil-Teacher Ratio Average	0.0	15:1 without special education 12:1 with special education
f. Pupil-Teacher Ratio Median	0.0	42:1 is our largest class and this is Strength, Power, and Speed (Weights) 3:1 is our smallest class and this is 7th/8th Vocal
g. Are the needs of Foster Care Students being met? If no, what supports are needed?		-Social Worker -Counselor -DCF
h. Are there gaps in student success among race/ethnicity student subgroups?		We do not have a large enough population to disaggregate the data based on race/ethnicity.
i. Is there a tiered system of support to target reading growth?	Yes We are in our third year of utilizing FastBridge and no longer have a reading specialist and this is now a gen ed teacher responsibility. The results results form having a reading specialist greatly impacted student achievement, especially in the area of reading and we saw a multi year impact on students that received this support.	
j. Is there a tiered system of support to target math growth?	Partial to Yes	7th and 8th grade student identified through our FastBridge Screener are placed in a directed studies class and are receiving math and ela interventions through IXL. 5th and 6th grade have time built within their day. We are utilizing CAT time to pull students that need extra support,



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SECTION 1: Student Needs		Notes
k. Are there local assessments to measure reading growth?	Yes	-CLI Common Assessments -FastBridge
l. Are there local assessments to measure math growth?	Yes	-CLI Common Assessments -FastBridge
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes/Limited directed studies back after school	We have before and after school help with individual teachers and we have built into student schedules in 7th and 8th grade. This year we added homework help and saw a positive impact on students completing work more timely.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		The state assessment data is extremely vague and we do not get anything specific related to each student and his or her need. We have to look locally what we have since the state provides minimal. We are looking at ways to move our students who received a 1 and how to we get them to a 2. We have started utilizing both the KITE Interims and Minis to identify strengths and areas of growth. At BMS we have implemented Fastbrdige this year and we are seeing positive growth in our students overall.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		We will continue looking at the data from both the Spring assessment, as well as previous years data to see what we need to do to move 1s to 2s. We feel having the diagnostic tool of FastBridge has allowed us to become more targeted with interventions. So far we are seeing positive growth in our students. We also are using mySaebrs for counseling groups.



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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?		-We are using SAEBRS in FastBridge -Trusted Adult Survey -Local Behavior Data -Attendance (Chronic Absenteeism) -2nd Step Assessments
b. What are the targets/goals related to social/emotional growth?		-Student decision-making/appropriateness -Process/respond appropriately in difficult situation -Self-regulation -Weekly Counselor check-ins
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A	N/A
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A	N/A
e. How are successes of Individual Plans of Study being measured?		At BMS we are responsible for starting the process of the IPS.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	N/A
g. How are you ensuring students are civically engaged?		7th and 8th graders have an elective class based around civic engagement -FACS classes made first grade monsters and dog toys -We participate in dodge ball for heart -We do different drives for God's Store house during the year. for example canned goods -Each year we have two students that are pages at the capital -Residential Living and Preschool partnerships -1st grade visits -War Dog Letters



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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		We have reestablished our Homework club in addition to OTAC for struggling students, ESY for students who qualify. This summer we will not be offering Summer Learning Academy.
b. Are there appropriate and adequate instructional materials?		
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	We currently have a 1 to 1, interactive boards



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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)	N/A	
c. Is every child in your school provided at least the following capacities?	Yes	We are doing our part in the overall system of USD 244.
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.		
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.		



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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.		
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.		
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.		
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.		
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.		



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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?	No	We currently have a staff member working towards their licensure in the area of 8th grade language arts and we are 1 para professional short
b. How many classified support staff are currently employed?	9	
c. How many classified support staff are needed?		
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	The need of a reading interventionist is still needed to help gen ed teachers reach all kids effectively.



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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	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		HIIPS Continued training in Social/Emotional area as we work with students. Training as we adopt new curricular resources. Tech training is ongoing and a focus. Training in dealing with the ever changing student behaviors. Training for new para educators -Training and resources for gen ed teachers to provide targeted interventions.



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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	This is not directly in a learning space, but the plumbing within our bathrooms are slow to drain/flush. Some of our bleachers the wood is splitting and not operating correctly. The Art sink is loud The HVAC system is inconsistent- some areas are hot while others are cold
c. Are additional School Buses needed or any additional Routes needed?	Yes	Having a bus only for or SpED students like years past.



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SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Parent/Teacher Conferences, Open House, SIT participation, and ongoing communication, Team Days, Tent City, Celebrating our students of the month.
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	Back to School Night
c. Do you have an active Site Council?	Yes	Our Site Council meets a minimum of 1-2 times a year and year and also has a linkage with the board of education once a year.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No	
e. What types of communication exists with families? Is it adequate?	yes	Weekly Newsletters, Social Media postings, parent portal on Skyward, teacher emails, Parent Square
f. What types of communication/social media exists with your community? Is it adequate?	Yes	Facebook, Weekly Newsletters, Website, Marquee Board, Parent Square



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SECTION 8: School Data		Notes
a. Building Attendance Rate	95.2 %	This is based on the 2025 building/district report card.
b. Building Chronic Absenteeism Rate	4.8%	Our policy is a student can miss 10 days. Should a student miss 3 consecutive days they must have a doctor's note to be excused. This is based on the 2025 building/district report card.
c. District Chronic Absenteeism Rate	12.2%	This is based on the 2024 building/district report card.
d. District Graduation Rate	87.1	Based on the 2014-25 district report card
e. District Dropout Rate	1.1%	



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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	NA	
b. What is our building dropout rate?	NA	
c. What is our average comprehensive ACT score?	NA	



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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?		-Parental Engagement with their child -Work Completion by students -Empathy for others -Respect for self, others, and property -Student Motivation to do well
1. Can these be achieved with additional resources?		-An Alternative Learning Center for students that struggle with behavior and to assist with the Drop out Rate at BHS
2. Why or why not?		-Some of these skills are developed and enforced within the home.
b. Additional building unique items:		-Being a 5th-8th grade building is unique -Our Staff culture, everyone is willing to help out and make it work.