

BUILDING NEEDS ASSESSMENT



Baldwin High School

USD 348 Baldwin

Grades Served: 9-12

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

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

USD 348 Baldwin City School

Baldwin City High School

Grades Served: 9-12

SECTION 1: Student Needs		Notes
a. Student Headcount	431	
b. Percentage of students with an active IEP	15.4%	
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)?	28.1%	
e. Pupil-Teacher Ratio Average	0.0	
f. Pupil-Teacher Ratio Median	15	
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?	no	

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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	
l. Are there local assessments to measure math growth?	yes	
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	yes	After-school tutoring was established this past school year. Staffed with certified Math/Science and ELA teachers. Math lab during seminar for students to get additional help on math.

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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	Analyzing state assessment and FastBridge data in both ELA and Math to identify student strengths and areas for growth. Using this data to strategically place students into seminars that provide targeted support in ELA and Math, as well as appropriate placement into Core4+ courses. In 2026-2027, BHS will add a reading intervention/support class, as well as math intervention.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	yes	Analyzing state assessment and FastBridge data in both ELA and Math to identify student strengths and areas for growth. Using this data to strategically place students into seminars that provide targeted support in ELA and Math, as well as appropriate placement into Core4+ courses. In 2026-2027, BHS will add a reading intervention/support class, as well as math intervention.

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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?	SAEBRS and mySAEBRS	BHS is using mySAEBRS during all three assessment windows; however, only around 30 percent of students are currently opted in, which limits the amount of comprehensive data available to accurately measure overall student social-emotional growth and identify trends across the building.
b. What are the targets/goals related to social/emotional growth?		Move students who are identified with some risk factors out of this sub group by providing support throughout the school.
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?		Success of IPS is measured through attendance and participation in student-led, student-centered conferences that occur in February with parents in attendance.

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SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	Graduation rate above 95%.
g. How are you ensuring students are civically engaged?		Students are encouraged to be civically engaged through a variety of community service opportunities offered within clubs and extracurricular activities. In addition, students participate in the city-wide clean-up day, which includes a guest speaker who emphasizes the importance of community involvement, leadership, and service.

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SECTION 3: Curriculum Needs		Notes
a What extended learning . opportunities are provided (after school programs, summer school programs, etc.)?		Our district offered after-school tutoring four days each week this year. Tutoring was staffed with certified math, English, and science teachers. BHS will continue to offer summer school for credit recovery through an online platform. However, summer school will be staffed with certified science (versed in math), and English teachers to provide additional academic support and monitor student progress throughout the program.
b Are there appropriate and . adequate instructional materials?	no	However, CTE programs are receiving updated equipment and improved classroom spaces through the completion of bond projects and facility renovations.

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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	The building currently operates in a 1:1 iPad environment. In addition, each English teacher has access to a cart containing 24 MacBooks to support instructional needs. The district is also currently exploring the possibility of transitioning to MacBook devices in the future.

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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?		

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SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	yes	Student capacities are met through coursework aligned to the Kansas State Department of Education minimum graduation requirements. In addition, our Board of Education has adopted a 24-credit graduation requirement, providing students with opportunities to pursue additional coursework aligned to their Individual Plan of Study (IPS) and other personal interests, career pathways, and postsecondary goals. Students are also now required to complete an additional speech course to further strengthen communication, presentation, and interpersonal skills.

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SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	yes	Student capacities are met through coursework aligned to the Kansas State Department of Education minimum graduation requirements. In addition, our Board of Education has adopted a 24-credit graduation requirement, providing students with opportunities to pursue additional coursework aligned to their Individual Plan of Study (IPS) and other personal interests, career pathways, and postsecondary goals. Students also develop knowledge of social, economic, and political systems through the KSDE social studies graduation requirement of three units of credit.

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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	Student capacities are met through coursework aligned to the Kansas State Department of Education minimum graduation requirements. In addition, our Board of Education has adopted a 24-credit graduation requirement, providing students with opportunities to pursue additional coursework aligned to their Individual Plan of Study (IPS) and other personal interests, career pathways, and postsecondary goals. Students also develop knowledge of social, economic, and political systems through the KSDE social studies graduation requirement of three units of credit.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	yes	

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SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	yes	Student capacities are met through coursework aligned to the Kansas State Department of Education minimum graduation requirements. In addition, our Board of Education has adopted a 24-credit graduation requirement, providing students with opportunities to pursue additional coursework aligned to their Individual Plan of Study (IPS) and other personal interests, career pathways, and postsecondary goals. Students must also meet the KSDE graduation requirement of one unit of fine arts credit.

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SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
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	Student capacities are met through coursework aligned to the Kansas State Department of Education minimum graduation requirements. In addition, our Board of Education has adopted a 24-credit graduation requirement, providing students with opportunities to pursue additional coursework aligned to their Individual Plan of Study (IPS) and other personal interests, career pathways, and postsecondary goals. The completion of the new CTE facility will expand opportunities in technical fields, further strengthening career-focused learning pathways. Students also have access to specialized programs through partnerships with Neosho County Community College and Peaslee Tech.

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SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
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	Student capacities are met through coursework aligned to the Kansas State Department of Education minimum graduation requirements. In addition, our Board of Education has adopted a 24-credit graduation requirement, providing students with opportunities to pursue additional coursework aligned to their Individual Plan of Study (IPS) and other personal interests, career pathways, and postsecondary goals. The completion of the new CTE facility will expand opportunities in technical fields, further strengthening career-focused learning pathways. Students also have access to specialized programs through partnerships with Neosho County Community College and Peaslee Tech.

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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	Additional staffing is required to adequately support the needs of students with Individualized Education Programs (IEPs). Increasing staff capacity will ensure compliance with legal requirements and provide these students with the necessary individualized instruction and accommodations to promote their academic success. However, “local control” would be beneficial in meeting the needs of the building in some scenarios.
b How many classified support staff are currently employed?	12	

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SECTION 5: Staff Needs		Notes
c. How many classified support staff are needed?	Three are needed to get us to 15.	Baldwin High School anticipates a need for additional classified staff to support growing student needs over the next several years. As enrollment and student support demands continue to increase, expanded staffing will be essential to maintain appropriate levels of behavioral and operational support for students and staff.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	As student behavioral and social emotional needs continue to increase, there will be a growing need for additional social workers to provide targeted support. There is also a need for dedicated staff to assist in the development and implementation of 504 plans, including coordination of required accommodations such as separate settings and other individualized supports to ensure student success.

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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	Work is currently focused on strengthening MTSS in reading and improving the implementation of PLCs. Administration also aims to provide more tailored, individualized professional development for teachers to better support instructional growth, enhance collaboration, and improve student learning outcomes across all content areas.

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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?		Work is currently focused on strengthening MTSS in reading and improving the implementation of PLCs. Administration also aims to provide more tailored, individualized professional development for teachers to better support instructional growth, enhance collaboration, and improve student learning outcomes across all content areas.

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SECTION 6: Facility Needs		Notes
a Is there adequate space for student learning?	no	This need is being addressed through the completion of the bond project and the new CTE wing, which will create additional instructional space as business classrooms are relocated to the CTE area. However, additional space needs remain for programs such as BRIDGES, as well as for outside service providers who support students with exceptionalities. Continued planning will be necessary to ensure these programs are appropriately housed and able to effectively serve student needs.

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SECTION 6: Facility Needs		Notes
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Compared to previous years, there is a continued need to enhance student engagement through updated collaborative learning spaces, including the potential removal of locker bays and additional renovations to areas such as the library. Expanding hands-on learning opportunities through the addition of a life skills classroom equipped with running water, a washer and dryer, stove, and other essential appliances would better support students in developing practical, real-world skills. Additionally, single user ADA compliant bathrooms on both floors are needed to improve accessibility and student support.
c. Are additional School Buses needed or any additional Routes needed?		

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SECTION 7: Family Needs/Community Relations		Notes
a Do you have regular events to engage parents with teachers?	Yes	Yes, we have several regular events and structures in place to engage parents with teachers, including Site Council meetings, parent teacher conferences, and strong parent attendance at athletic events and school activities. This school year we also held Strategic Planning Committee meetings that provide opportunities for collaboration and input from families and stakeholders.
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?		We offer Canvas training for all parents/guardians at the beginning of the school year to get them paired with their student. Families and students also have access to an online resource called Varsity Tutors.
c Do you have an active Site Council?	yes	Site council meets quarterly.
d Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?		The Booster Club's attendance and numbers have dwindled over the past few years.

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SECTION 7: Family Needs/Community Relations		Notes
e. What types of communication exists with families? Is it adequate?	yes	In compliance with HB2299, BHS utilizes a variety of BOE approved social media platforms through both administration and individual clubs, classes, and teams to effectively communicate with parents and the school community. BHS also sends a weekly newsletter that provides families with important updates, announcements, and a wide range of information to keep them informed and engaged.
f. What types of communication/social media exists with your community? Is it adequate?	yes	In compliance with HB2299, BHS utilizes a variety of BOE approved social media platforms through both administration and individual clubs, classes, and teams to effectively communicate with parents and the school community. BHS also sends a weekly newsletter that provides families with important updates, announcements, and a wide range of information to keep them informed and engaged.

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SECTION 8: School Data		Notes
a Building Attendance Rate	94.5%	
b Building Chronic Absenteeism Rate	11.8%	Rate was 13.57% the previous school year
c District Chronic Absenteeism Rate	12.9%	
d District Graduation Rate	97.3%	
e District Dropout Rate	0.00%	

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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	0.00%	
b. What is our building dropout rate?	0.00%	

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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?		

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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 and increased use of cell phones in the classroom have contributed to a growing need to address students' social emotional learning and overall well being
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?		By fully funding SPED, we could reallocate funds currently used to cover shortfall to areas which help support the SEL needs of students.
b Additional building unique items:		

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SECTION 9: Other Data		Notes

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USD 348 Baldwin Junior High

Baldwin Junior High

Grades Served: 6-8

SECTION 1: Student Needs		Notes
a. Student Headcount	290	
b. Percentage of students with an active IEP	18%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	

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Baldwin Junior High School

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SECTION 1: Student Needs		Notes
d. Percentage of students identified as At-Risk (Free lunch)?	28.9%	
e. Pupil-Teacher Ratio Average	12.6	
f. Pupil-Teacher Ratio Median	10:1	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	Our student care team meets weekly to discuss the needs of students, including those in foster care.
h. Are there gaps in student success among race/ethnicity student subgroups?	N/A	The sample size of minority students is too small to be considered statistically reliable.

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Baldwin Junior High School

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SECTION 1: Student Needs		Notes
i. Is there a tiered system of support to target reading growth?	Yes	Yes. MTSS (WIN classes have been added as well/Tier two); Intervention Classes.
j. Is there a tiered system of support to target math growth?	Yes	Yes. MTSS (WIN classes have been added as well/Tier two); Intervention Classes.
k. Are there local assessments to measure reading growth?	Yes	Fastbridge (3x a year) Progress monitoring for identified students.
l. Are there local assessments to measure math growth?	Yes	Fastbridge (3x a year) Progress monitoring for identified students.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Two intervention teachers. Math/Reading Study Skills; After-school tutoring; Seminar has now become WIN time.

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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	We reviewed our building structure for tier 1 delivery of content and made modifications to incorporate more Tier 2/3 interventions. We have added a WIN (What I Need) intervention period to target skills for individual students.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	During regular PLC meetings teams discuss/review scores and instructional strategies. We have added a WIN (What I Need) intervention period to target skills for individual students.

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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?	SAEBRS and MySAEBRS	Parents must opt-in their child to participate in these surveys. This impacts the true representation of the student's perspective.
b. What are the targets/goals related to social/emotional growth?	90% Low Risk on MySAEBRS by 2027	
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?	Parent engagement survey at the end of student-led conferences	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	

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SECTION 3: Curriculum Needs		Notes
a What extended learning . opportunities are provided (after school programs, summer school programs, etc.)?	Tutoring with Ms. Flory-Evans two times per week after school.	This is funded by a local grant - BEF.
b Are there appropriate and . adequate instructional materials?	For some grades and some content areas, yes. More materials for Econ would be helpful. Standards that are more specific to econ would be helpful. Intervention materials for tier two/three in Math and ELA/Reading would also be helpful.	Departments are in the midst of textbook adoptions. We are in the process of purchasing intervention materials for ELA/reading and math.

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SECTION 3: Curriculum Needs		Notes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Hardware seems to be adequate.	Computers with better battery life would be helpful. Teacher computers/Google Chromecasts that don't drop signals regularly. There are also issues with the Chromebooks not being able to consistently print.

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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?		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes.	Some of the PLCs have ELA goals that all grade level content areas focus on - showing that all teachers are reading teachers.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	8th grade Career/Life Planning and Current Events classes.

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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	8th grade social studies covers this in detail. Further, our life skills class has held elections and met with local leadership from the community.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	We do the SAEBRS, and the SECD standards help with this.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	We do offer art classes, our social studies classes do cover some cultural heritage points. Our foreign language classes also look at cultures.	Partnerships with Baker and the Lumberyard Arts have also supported this. New classes like History Through the Decades also address this.
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.	Mostly - we've worked to re-tool our master schedule in preparation for the CTE classrooms being built at BHS. Fully funding SPED would allow for us to offer more CTE opportunities.	Career and Life Planning class. Ag classes, and other CTE intro pathway classes. Career fair projects for 7th graders as well. We also send students to the local Peaslee Tech trades school. We also have career connections conversations

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SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	Yes - we are offering more classes on the CTE pathway than in previous years. CTE is now required in the 8th grade.	The aligned schedule and our staffing limitations with BHS create challenges on this front.

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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 need to expand beyond the core subject areas.	We would like to add culinary arts, more foreign language classes, and a licensed librarian.
b. How many classified support staff are currently employed?	16	
c. How many classified support staff are needed?	19	We would like to add culinary arts, more foreign language classes, and a licensed librarian.

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Grades Served: 6-8

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

SECTION 5: Staff Needs		Notes
d Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No.	We have one licensed counselor. We have no librarian. We have a nurse aid, not an RN. We have one licensed social worker.
e Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes.	There have been multiple meetings and trainings with TASN and LETRS to help on this front. This includes MTSS reading and MTSS BSEL. We have been working on standards alignment training as well.

BUILDING NEEDS ASSESSMENT



Baldwin Junior High School

**USD 348 Baldwin
Grades Served: 6-8**

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

SECTION 5: Staff Needs		Notes
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	We need more training on implementing BIPs for students' high needs in this area.	Behavioral specialist engagement and support could be increased to support the implementation of plans. Also, we need to better onboard new staff throughout the school year, not just at the start.

BUILDING NEEDS ASSESSMENT



Baldwin Junior High School

USD 348 Baldwin

Grades Served: 6-8

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

SECTION 6: Facility Needs		Notes
a Is there adequate space for student learning?	No.	Our RISE program lacks an appropriate space for medically fragile students.
b Are there necessary repairs and/or adjustments to the existing space that need to be made?	Yes. We have some building repairs to walls that need to take place.	We also have classrooms that need new chairs.

BUILDING NEEDS ASSESSMENT



Baldwin Junior High School

USD 348 Baldwin
Grades Served: 6-8

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

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

BUILDING NEEDS ASSESSMENT



Baldwin Junior High School

USD 348 Baldwin
Grades Served: 6-8

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

SECTION 7: Family Needs/Community Relations		Notes
a Do you have regular events to engage parents with teachers?	Yes.	Back to School Night; Parent-Teacher Conferences. SITE council.
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?	Book club with the counselor for 1st time (or experienced) parents of an adolescent. We also have grade level transition meetings.	
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 exist with families? Is it adequate?	We use email, phone calls, Smore, and social media. Weekly newsletter from the principal, AD, and social workers/counselors. Digital assignment notebook page for students.	

BUILDING NEEDS ASSESSMENT



Baldwin Junior High School

USD 348 Baldwin
Grades Served: 6-8

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

SECTION 7: Family Needs/Community Relations		Notes
f. What types of communication/social media exists with your community? Is it adequate?	Facebook.	This is being reviewed as part of recent state legislation.

BUILDING NEEDS ASSESSMENT



Baldwin Junior High School

USD 348 Baldwin

Grades Served: 6-8

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

SECTION 8: School Data		Notes
a Building Attendance Rate	94.7%	
b Building Chronic Absenteeism Rate	11.7%	
c District Chronic Absenteeism Rate	12.9%	
d District Graduation Rate	97.3%	
e District Dropout Rate	0.00%	

BUILDING NEEDS ASSESSMENT



Baldwin Junior High School

USD 348 Baldwin
Grades Served: 6-8

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

BUILDING NEEDS ASSESSMENT



Baldwin Junior High School

USD 348 Baldwin
Grades Served: 6-8

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

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		
b. What is our building dropout rate?		

BUILDING NEEDS ASSESSMENT



Baldwin Junior High School

USD 348 Baldwin
Grades Served: 6-8

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

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?		

BUILDING NEEDS ASSESSMENT



Baldwin Junior High School

USD 348 Baldwin

Grades Served: 6-8

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

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?	We have challenges with students on BIPs not consistently having their needs met in a productive way. Para support and clarity for teacher support in implementing BIPs would be helpful.	District-level training on BIP protocols for all buildings would be helpful.
1. Can these be achieved with additional resources?	Yes.	Staff training and district-wide and building-wide protocols, and how they are implemented.
2. Why or why not?	We need further collaboration between BIP team members in the development of the BIP.	
b Additional building unique items:		
	Our schedule is aligned with the BHS schedule and their needs, not always what is most needed for BJHS students.	

BUILDING NEEDS ASSESSMENT



Baldwin Junior High School

**USD 348 Baldwin
Grades Served: 6-8**

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

SECTION 9: Other Data		Notes

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

USD 348 Baldwin

Grades Served: 3-5

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

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

Baldwin USD 348

Baldwin Intermediate Center

Grades Served: 3-5

SECTION 1: Student Needs		Notes
a. Student Headcount	301	
b. Percentage of students with an active IEP	19%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.0%	

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

**USD 348 Baldwin
Grades Served: 3-5**

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

SECTION 1: Student Needs		Notes
d. Percentage of students identified as At-Risk (Free lunch)?	26%	
e. Pupil-Teacher Ratio Average	23:1	Grade 3 - 20:1 Grade 4 - 25:1 Grade 5 - 26:1
f. Pupil-Teacher Ratio Median	24:1	
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?	No	

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

**USD 348 Baldwin
Grades Served: 3-5**

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

SECTION 1: Student Needs		Notes
i. Is there a tiered system of support to target reading growth?	Yes	Tri-annual screening, data review, grouping for skill needs, walk-to interventions with certified staff and interventionists.
j. Is there a tiered system of support to target math growth?	Yes	Tri-annual screening, data review, grouping for skill needs, walk-to interventions with certified staff and interventionists.
k. Are there local assessments to measure reading growth?	Yes	FastBridge screening/progress monitoring, CBM
l. Are there local assessments to measure math growth?	Yes	FastBridge screening/progress monitoring, CBM
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Tier 3 support, Math Bee, Extended Learning, Spelling Bee, Book Clubs, Art Club, Yearbook Club, Choir, Garden Club, Maker's Market

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

USD 348 Baldwin

Grades Served: 3-5

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

SECTION 1: Student Needs		Notes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		Utilizing MTSS process, teaching test-taking strategies, optimizing testing schedules. Separate setting accommodation, monthly data meetings, interim assessments and mini-tests, PLC data reviews.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		25% or less in levels 1 and 2 Utilizing MTSS process, teaching test-taking strategies, optimizing testing schedules. Separate setting accommodation, monthly data meetings, interim assessments and mini-tests, PLC data reviews.

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

USD 348 Baldwin

Grades Served: 3-5

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

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?	Tri-annual SAEBRS/mySAEBRS screening	Parental opt-in and student option to not participate, does limit the number of student responses for mySAEBRS.
b. What are the targets/goals related to social/emotional growth?	80% no -risk 15% some -risk 5% high risk	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	NA	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	NA	
e. How are successes of Individual Plans of Study being measured?	NA	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA	

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

USD 348 Baldwin

Grades Served: 3-5

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

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?	Student council, community-oriented field trips, local speakers, Junior Achievement, reading partners with senior citizen populations, 3rd grade Baldwin Historical Figures Wax Museum.

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

USD 348 Baldwin

Grades Served: 3-5

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

SECTION 3: Curriculum Needs		Notes
a What extended learning . opportunities are provided (after school programs, summer school programs, etc.)?		Choir, art club, garden club, yearbook, book club,
b Are there appropriate and . adequate instructional materials?		Need for additional tier 2 and 3 math and reading materials. SPED intervention materials for math and reading

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

**USD 348 Baldwin
Grades Served: 3-5**

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

SECTION 3: Curriculum Needs		Notes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?		Hardware needs are good, but we would benefit from instructional support for integration and continued training for current software/apps.

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

USD 348 Baldwin

Grades Served: 3-5

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

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)		
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	

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

**USD 348 Baldwin
Grades Served: 3-5**

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

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	
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, at the age and developmentally appropriate level.	

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

**USD 348 Baldwin
Grades Served: 3-5**

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

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
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, at the age and developmentally appropriate level.	

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

USD 348 Baldwin

Grades Served: 3-5

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

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	technology instructor, more available support personnel for intervention groups, support for students with individual needs. Full-time specials Need for more subs
b. How many classified support staff are currently employed?	8	
c. How many classified support staff are needed?	1 additional	We are seeking a certified aide for our Student Success program.

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

USD 348 Baldwin

Grades Served: 3-5

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

SECTION 5: Staff Needs		Notes
d . Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No A WRAP worker has been hired for 26-27. We have a social worker for gen-ed students, but no counselor.	No licensed librarian on site. The district currently has a licensed consultant who handles official library duties in all school libraries. If SPED were fully funded, we would be in a position to address these needs.
e . Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

**USD 348 Baldwin
Grades Served: 3-5**

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

SECTION 5: Staff Needs		Notes
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		New staff onboarding and continuing support through mentoring. Ongoing support for new materials adoptions and programs. Continued PD for classroom management/ responses to behaviors.

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

**USD 348 Baldwin
Grades Served: 3-5**

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

SECTION 6: Facility Needs		Notes
a Is there adequate space for student learning?	NO - more classroom spaces needed. More spaces for small group learning.	We had to displace our art program to provide a classroom space. Need housing/space for: Success groups, de-escalation, Extended Learning. Restrooms for students and adults are maxed out.
b Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Playground surfaces, playground equipment is aging, and becoming unsafe in places, roof leaks, handwashing stations.

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

**USD 348 Baldwin
Grades Served: 3-5**

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

SECTION 6: Facility Needs		Notes
c. Are additional School Buses needed or any additional Routes needed?	NA	

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

**USD 348 Baldwin
Grades Served: 3-5**

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

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?		Permanent section in our weekly bulletin, teacher tips in weekly newsletters
c Do you have an active Site Council?	Yes	Share Site Council with Primary Center
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?	BrightArrow system - weekly bulletin from admin, email updates, voice messages, text options in addition to classroom/teacher communications.	Survey data indicates that parents would like to see more positive communications.

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

USD 348 Baldwin

Grades Served: 3-5

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

SECTION 7: Family Needs/Community Relations		Notes
f. What types of communication/social media exists with your community? Is it adequate?		Yes - Multiple social media pages (per HB2299 and BOE approval), quarterly district newsletter, permanent sections in admin weekly bulletin for parent resources.

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

**USD 348 Baldwin
Grades Served: 3-5**

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

SECTION 8: School Data		Notes
a Building Attendance Rate	93%	
b Building Chronic Absenteeism Rate	16.0%	We have several students (5%) who have missed multiple days for mental health services, extended illnesses, or whose enrollment does not reflect full-time. These are all recorded as verified absences.
c District Chronic Absenteeism Rate	12.9%	
d District Graduation Rate	0.00%	
e District Dropout Rate	0.00%	

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

**USD 348 Baldwin
Grades Served: 3-5**

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

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

USD 348 Baldwin
Grades Served: 3-5

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

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

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

USD 348 Baldwin
Grades Served: 3-5

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

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?		NA

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

USD 348 Baldwin

Grades Served: 3-5

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

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?	Attendance, substitutes, paras, student behaviors. Adequate funding at the state level for both general and special education.
	1. Can these be achieved with additional resources?	Yes, adequate funding at the state level for both general and special education.
	2. Why or why not?	The amount of support staff needed to meet our students needs is limited based on available funding. IEP needs are spread among a small number of paras. We don't have enough expertise to support student behaviors.
b	Additional building unique items:	
		Traffic flow issues at dismissal.

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Intermediate Center

**USD 348 Baldwin
Grades Served: 3-5**

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

SECTION 9: Other Data		Notes

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Primary Center

USD 348 Baldwin
Grades Served: PreK-2

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

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

USD 348 Baldwin

Baldwin Elementary School Primary Center

Grades Served: PreK-2

SECTION 1: Student Needs		Notes
a. Student Headcount	339	
b. Percentage of students with an active IEP	25%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Primary Center

USD 348 Baldwin
Grades Served: PreK-2

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

SECTION 1: Student Needs		Notes
d. Percentage of students identified as At-Risk (Free lunch)?	22%	
e. Pupil-Teacher Ratio Average	17.6:1	
f. Pupil-Teacher Ratio Median	18:1	
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?	No	The sample size of minority students is too small to be considered statistically reliable

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Primary Center

USD 348 Baldwin
Grades Served: PreK-2

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

SECTION 1: Student Needs		Notes
i. Is there a tiered system of support to target reading growth?	Yes	MTSS tier groups review data regularly to keep fluid groups for intervention. This includes teachers, interventionists, curriculum director, principal, and instruction coach.
j. Is there a tiered system of support to target math growth?	Yes	MTSS tier groups review data regularly to keep fluid groups for intervention. This includes teachers, interventionists, curriculum director, principal, and instruction coach.
k. Are there local assessments to measure reading growth?	Yes	FastBridge and progress monitoring
l. Are there local assessments to measure math growth?	Yes	FastBridge and progress monitoring
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Tier 3 groups and enrichment groups

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Primary Center

**USD 348 Baldwin
Grades Served: PreK-2**

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

SECTION 1: Student Needs		Notes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Primary Center

USD 348 Baldwin
Grades Served: PreK-2

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

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?	Tri-Annual SABERS DEV Milestones	
b What are the targets/goals related to social/emotional growth?	80% no -risk 15% some -risk 5% high risk	
c How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Turning the age of 5 by August 31st	ASQ to learn readiness but all students that are 5 by August 31st are eligible for Kindergarten. Fastbridge assessments are given within the first month of school to determine academic level and instructional needs.
d What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		ASQ scores would indicate that Kindergarteners are at low academic risk for all areas
e How are successes of Individual Plans of Study being measured?	n/a	

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Primary Center

**USD 348 Baldwin
Grades Served: PreK-2**

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

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	
g. How are you ensuring students are civically engaged?		My World Curriculum, projects,community-oriented field trips, local speakers, and community engagement opportunities

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Primary Center

USD 348 Baldwin
Grades Served: PreK-2

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

SECTION 3: Curriculum Needs		Notes
a What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		ESY, Parents as Teachers
b Are there appropriate and adequate instructional materials?	No	PreSchool needs to be updated and included with k-2 curriculum adoptions

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Primary Center

**USD 348 Baldwin
Grades Served: PreK-2**

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

SECTION 3: Curriculum Needs		Notes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Decreasing the number of iPads in Kindergarten.

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Primary Center

**USD 348 Baldwin
Grades Served: PreK-2**

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

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)		
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	

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Primary Center

**USD 348 Baldwin
Grades Served: PreK-2**

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

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	
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	

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Primary Center

USD 348 Baldwin
Grades Served: PreK-2

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

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

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Primary Center

USD 348 Baldwin
Grades Served: PreK-2

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

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?	15	
c How many classified support staff are needed?	18 total (3 more)	Often at Kindergarten level students come in with the need of high support which is difficult for one teacher. Life Skills also lacked full support.

BUILDING NEEDS ASSESSMENT



Baldwin Elementary School Primary Center

USD 348 Baldwin
Grades Served: PreK-2

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

SECTION 5: Staff Needs		Notes
d Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No A WRAP worker has been hired for 26-27.	Need a counselor for additional support needed in the SEL area. Fully funding SPED at the state level would provide additional support staff for special education students: counselors, mental health support, family advocates. Speech is also a high need area and it is difficult to meet the requirements with the current staffing.
e Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Attendance at leadership institutes

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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?	Ongoing science of reading training specifically with tier 2 and tier 3, Math tier training (additional MTSS training), Ongoing SEL training specifically with tier 2 and tier 3 training. Ongoing training in trauma responsive instruction, training for staff on utilizing data to meet students where they are even when not on grade level. Properly trained and ongoing training for paras.	Fully funding SPED at the state level would provide additional support staff for special education students: counselors, mental health support, family advocates. This would help to support SEL tier 2 and tier 3.

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SECTION 6: Facility Needs		Notes
a Is there adequate space for student learning?	No	It is difficult to find those that need confidential meetings to occur.
b Are there necessary repairs and/or adjustments to the existing space that need to be made?	Yes	More space - sped location

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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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SECTION 7: Family Needs/Community Relations		Notes
a Do you have regular events to engage parents with teachers?	Yes	Community speakers, partnership with community organizations/college/classrooms, Local artists
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?		Parents as Teachers and newsletter from teacher and building, tutor list from Baker University available.
c Do you have an active Site Council?	Yes	Shared site council with IC
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?		Brightarrow communication with email, text, and voice messages. Newsletter, social media, and SeeSaw

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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	Multiple social media pages, quarterly district newsletter, permanent sections in admin weekly bulletin for parent resources.

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SECTION 8: School Data		Notes
a Building Attendance Rate	94.3%	
b Building Chronic Absenteeism Rate	12.6%	
c District Chronic Absenteeism Rate	12.9%	
d District Graduation Rate	97.3%	District Graduation Rate (2025 4 YR)
e District Dropout Rate	0.00%	

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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		
b. What is our building dropout rate?		

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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?		

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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?		Attendance/truancy, student apathy substitutes, paras, student behaviors. Adequate funding at the state level for both general and special education.
1. Can these be achieved with additional resources?	Yes	Yes, adequate funding at the state level for both general and special education.
2. Why or why not?		The amount of support staff needed to meet our students needs is limited based on available funding. IEP needs are spread among a small number of paras. We have high numbers of behavioral/social emotional needs entering the building at younger levels requiring additional support.
b Additional building unique items:		

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SECTION 9: Other Data		Notes