

2025-2026 School Year Building Needs Assessment for 2026-2027 Budget Considerations

District: USD 412	Bldg #	Grades Served:
School: Hoxie Elem	5852	PreK-6

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 1: Student Needs		Notes
a. Student Headcount	239	
b. Percentage of students with an active IEP	8.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	5.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	32.00%	
e. Pupil-Teacher Ratio Average	6 to 1	
f. Pupil-Teacher Ratio Median	6 to 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	
i. Is there a tiered system of support to target reading growth?	Yes	MTSS with TASN
j. Is there a tiered system of support to target math growth?	Yes	MTSS with TASN
k. Are there local assessments to measure reading growth?	Yes	Fastbridge
l. Are there local assessments to measure math growth?	Yes	Fastbridge
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Title I, Field Trips, At-Risk, ESOL
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Title I, At-Risk, ESOL, MTSS with TASN, aligned curriculum for all core subjects K-6
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Using MTSS strategies
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 my SAEBRS through Fastbridge and Kansas Communities That Care Survey	
b. What are the targets/goals related to social/emotional growth?	SAEBRS and my SAEBRS, Communities That Care	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ-3, Preschool screening, Frog Street Curriculum Assessment	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	ASQ-3, Preschool screening, Frog Street Curriculum Assessment	

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e. How are successes of Individual Plans of Study being measured?	Through student participation in career awareness and exploration activities, identification of individual interests and strengths, development of age-appropriate academic and personal goals, and student reflection on their interests and future possibilities	Progress is monitored through student portfolios, classroom activities, and teacher observations
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?	Student Council, Library cards	

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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	
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	Still 1:1
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 Grade 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	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
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	
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	

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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?	25	Paras, aides, cooks, custodians, librarian, bus drivers, school nurse, secretary, specialist
c. How many classified support staff are needed?	2	1 para and 1 school counselor
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Counselor
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?	Continue LETRS training with TASN for four days this school year, BLT, DLT and CLT meetings, continued professional development	
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	Due to older buildings, updates and repairs are needed frequently
c. Are additional School Buses needed or any additional Routes needed?	Yes	We need one more
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Back to School night, District Site Council, Game Night, Grade School concession stand during games

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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?		
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	Grade School PTO
e. What types of communication exists with families? Is it adequate?	District Facebook, District Email, ParentSquare, District Website, Local newspaper, Parent-Teacher Conferences, Phone Calls	Yes, it is adequate
f. What types of communication/social media exists with your community? Is it adequate?	All District: Facebook, Website, ParentSquare, Parent-Teacher Conferences, Email, Phone Calls, Also the local newspaper	

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SECTION 8: School Data		Notes
a. Building Attendance Rate	91.0%	
b. Building Chronic Absenteeism Rate	9.0%	
c. District Chronic Absenteeism Rate	16.9%	
d. District Graduation Rate	93.5%	
e. District Dropout Rate	0.0%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	N/A	
b. What is our building dropout rate?	N/A	
c. What is our average comprehensive ACT score?	N/A	
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?	Teacher shortage, the value of attendance, and parents homeschooling	
1. Can these be achieved with additional resources?	Possibly	
2. Why or why not?	It can be a challenge to get teachers in NW Kansas, we have a shortage in housing, new license requirements, renewal licensure requirements, shortage of college students getting a teaching degree with the career pay, support for homeschool hurts public education	
b. Additional building unique items:		