

2024-2025 School Year Building Needs Assessment for 2025-2026 Budget Considerations

District: 511

District:

Grades Served:

School: USD 511 Attica Public Schools

USD 511

PreK-12

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs

		Notes
a. Student Headcount	165	
b. Percentage of students with an active IEP	32.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	45.30%	
e. Pupil-Teacher Ratio Average	9.5:1	
f. Pupil-Teacher Ratio Median	0.5	
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 is in effect for grades K-5. Progress for grades 6-12 is continuing.
j. Is there a tiered system of support to target math growth?	Yes	Continuing for grades K-5.
k. Are there local assessments to measure reading growth?	Yes	Fastbridge is our system for benchmarking and progress monitoring for grades K-12.
l. Are there local assessments to measure math growth?	Yes	Fastbridge is our system for benchmarking and progress monitoring for grades K-12.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	We have CTE offerings that include welding, automotive courses as well as courses such as FFA, industrial arts and FACS.

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Please consider the following questions as you complete the needs assessment for your building.

n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		Teachers have conversations with students and parents. Students set personal goals for the next assessment. Various incentives are offered for those achieving growth. Data is used for both intervention purposes and for core instruction.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Along with their core teacher, each student sets personal goals towards proficiency. Progress is shared with parents during conferences. Teachers and administrators review data
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?		MySABRS, KCTC, and Xello

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Please consider the following questions as you complete the needs assessment for your building.

b. What are the targets/goals related to social/emotional growth?

The goal is for each student enters kindergarten at age 5 socially, emotionally, and academically prepared for success.

c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)

ASQ is administered to all PreK and Kindergarten students.

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d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)

A child is probably ready for kindergarten if he/she can
Follow simple directions,
Recognize some letters and numbers,
Work on fine and gross motor skills,
Sit still,
Get along with peers,
Handle emotions,
Show an interest in learning,
Use the restroom.

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Please consider the following questions as you complete the needs assessment for your building.

e. How are successes of Individual Plans of Study being measured?

Xello is used along with spreadsheets completed by our counselor and students.

f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)

We strive for a 100% post secondary success rate each year.

g. How are you ensuring students are civically engaged?

Elementary and Secondary students participate in community service each year. Site Council also provides activities for elementary and secondary students as a bridge between school and community.

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Please consider the following questions as you complete the needs assessment for your building.

SECTION 3: Curriculum Needs

Notes

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?

For students on an IEP who are not on target with growth.

b. Are there appropriate and adequate instructional materials?

Standards Alignment is our main school improvement goal at this time. The Board of Education is supporting a curriculum rotation with a 6 year cycle for updating all curriculum.

c. Is current technology appropriate? If no, what technology is needed to support the curriculum?

Yes

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)

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.

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

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Please consider the following questions as you complete the needs assessment for your building.

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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Please consider the following questions as you complete the needs assessment for your building.

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

The challenge for obtaining highly qualified teachers is a continual challenge.

b. How many classified support staff are currently employed?

14

c. How many classified support staff are needed?

3

Keeping special education paraprofessionals is a challenge. It is a revolving door. Our paras are employed through South Central Kansas Special Education Cooperative.

d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?

No

Our librarian is not licensed, and I am struggling in finding a nurse for next year.

e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?

Yes

PD opportunities are always desired.

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Please consider the following questions as you complete the needs assessment for your building.

f. What staff development is necessary for teachers to support student success and meet the school improvement goals?

With our KESA school improvement plan, we have begun professional development in mapping curriculum to the State standards. Teachers have begun mapping their first course and will proceed with additional courses next year.

SECTION 6: Facility Needs

a. Is there adequate space for student learning?

Yes

Notes

We have adequate space for teaching. However, storage space is limited. We have no extra rooms..

b. Are there necessary repairs and/or adjustment to the existing space that need to be made?

Yes

We have an older facility. Repair needs are recognized by our Board of

c. Are additional School Buses needed or any additional Routes needed?

No

We have the necessary buses needed for routes. We are replacing a bus this year and purchased a new suburban in the fall 2024.

SECTION 7: Family Needs/Community Relations

Notes

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Please consider the following questions as you complete the needs assessment for your building.

a. Do you have regular events to engage parents with teachers?	Yes	We hold two parent-teacher conferences each year. Furthermore, our Site Council holds several supporting activities throughout the year.
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?		Some support is provided through Title I services and brochures.
c. Do you have an active Site Council?	Yes	
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	Several modes including Facebook weekly newsletter, EZSchool Messenger, parent email, phone call, . . .
f. What types of communication/social media exists with your community? Is it adequate?	Yes	Facebook

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Please consider the following questions as you complete the needs assessment for your building.

SECTION 8: School Data

Notes

a. Building Attendance Rate

95.5%

District -95.52; Elementary-95.56; High School - 94.93

b. Building Chronic Absenteeism Rate

8.0%

c. District Chronic Absenteeism Rate

8.0%

d. District Graduation Rate

100.0%

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

100.0%

b. What is our building dropout rate?

0.0%

c. What is our average comprehensive ACT score?

15.0

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 struggle with obtaining qualified educators and other personnel including counselor and paraprofessionals in our classrooms. We rarely have all of our paraprofessional positions filled.

1. Can these be achieved with additional resources?

Yes

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Please consider the following questions as you complete the needs assessment for your building.

2. Why or why not?		Potentially, some of these positions might stand an ability for having more applicants with a bigger salary scale. However, our distance from larger communities sometimes lessens our applicant pool as well,
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b. Additional building unique items:		

District: USD 511	Bldg #	Grades Served:
School: Puls Elementary	8762	PreK-5

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

Our teachers, students, and families face a number of challenges in ensuring student proficiency on assessments. Some of these challenges at this school include: 1) High percentage of EL students receiving supports and services; 2) Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at high risk of falling behind; 3) Difficulty in retaining and attracting highly qualified teachers, and replacing teachers as they retire; 4) Increased level of social emotional challenges and needs of students; 5) Limited or difficulty engaging parents in educational process; 5) We believe that using more than one assessment score will be a more accurate measure of student success.

(B) Identify the budget actions that should be taken to address and remove those barriers.

Our school faces a number of budget challenges when determining how to allocate funds for best meeting the needs of our students. Given our population, the following budget considerations could have a large impact on student achievement. 1) Increased salary to recruit and retain high quality certified and classified staff; 2) Hire additional staff members to meet the individualized learning and SEL needs of all students; 3) Increase paraeducator support in special education classrooms; 4) Maintain low teacher/pupil ratio for greater individualized instruction; 5) Prevention, detection, and intervention with trauma and mental health issues

District: USD 511

Bldg #

Grades Served:

School: Puls Elementary

8762

PreK-5

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

Growth is measured each year and documented in KESA and KansaStar plans. We emphasize growth and strive to lead the world in the success of each student. However, many factors make it impossible to estimate a time that every students will achieve a grade level proficiency. Some factors include: 1) An ever-changing student population brings a varying degree of cognitive abilities and disabilities, precluding us from being able to guarantee a date when all students will meet a singular level of proficiency. 2) Assessment scores are one measure; our school does not believe that student assessment scores should be the sole measure of student proficiency. Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control. Giving a time estimate on things that consistently change or that are under control of other factors, is not realistic of a local school board. Our district estimates these students will be proficient by the time they graduate,

District: <u>USD 511</u>	Bldg #	Grades Served:
School: <u>High School</u>	8764	6th-12th

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are a number of challenges to be considered when evaluating student success in a school district. Some of the key barriers impacting this school include, but are not limited to: 1) High percentage of free and reduced students and increased poverty rate; 2) Difficulty in retaining and attracting highly qualified teachers, and replacing teachers as they retire; 3) Increased level of social emotional challenges and needs of students; 4) Limited or difficulty engaging parents in educational process; 5) We believe that using more than one assessment score will be a more accurate measure of student success.

(B) Identify the budget actions that should be taken to address and remove those barriers.

Our school faces a number of budget challenges when determining how to allocate funds for best meeting the needs of our students. Given our population, the following budget considerations could have a large impact on student achievement. 1) Increased salary to recruit and retain high quality certified and classified staff; 2) Maintain low teacher/pupil ratio for greater individualized instruction; 5) Prevention, detection, and intervention with trauma and mental health issues

District: USD 511

Bldg #

Grades Served:

School: High School

8764

6th-12th

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

It is difficult to accurately predict how children will respond to our interventions because we cannot always fix the daily challenges they face. Many factors impact students' academic achievement, such as: 1) Current and future school funding has a significant impact on student learning, as any increase or decrease has an effect on student success. Any change in funding level, in either direction, impacts the ability of students to meet proficiency criteria. 2) Assessment scores are one measure; our school does not believe that student assessment scores should be the sole measure of student proficiency. Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control. Giving a time estimate on things that consistently change or that are under control of other factors, is not realistic of a local school board. Our district estimates these students will be proficient by the time they graduate, encompassing all students in six years.

2024 - 2025 State Assessments Review for 2025 - 2026 Budget Considerations

District USD 511 Attica

Based upon your schools Needs Assessment and State Assessment results, please identify the following:

(A) The barriers that must be overcome for each student to achieve grade level proficiency on assessments

(B) The budget actions that should be taken to address and remove those barriers

(C) The amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.


Board President

6-9-25

Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/ Comments
Building 1	PreK-5th	Our teachers, students, and families face a number of challenges in ensuring student proficiency on assessments. Some of these challenges at this school include: 1) High percentage of EL students receiving supports and services; 2) Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at high risk of falling behind; 3) Difficulty in retaining and attracting highly qualified teachers, and replacing teachers as they retire; 4) Increased level of social emotional challenges and needs of students; 5) Limited or difficulty engaging parents in educational process; 5) We believe that using more than one assessment score will be a more accurate measure of student success.	Our school faces a number of budget challenges when determining how to allocate funds for best meeting the needs of our students. Given our population, the following budget considerations could have a large impact on student achievement. 1) Increased salary to recruit and retain high quality certified and classified staff; 2) Hire additional staff members to meet the individualized learning and SEL needs of all students; 3) Increase paraeducator support in special education classrooms; 4) Maintain low teacher/pupil ratio for greater individualized instruction; 5) Prevention, detection, and intervention with trauma and mental health issues	Growth is measured each year and documented in KESA and KansaStar plans. We emphasize growth and strive to lead the world in the success of each student. However, many factors make it impossible to estimate a time that every students will achieve a grade level proficiency. Some factors include: 1) An ever-changing student population brings a varying degree of cognitive abilities and disabilities, precluding us from being able to guarantee a date when all students will meet a singular level of proficiency. 2) Assessment scores are one measure; our school does not believe that student assessment scores should be the sole measure of student proficiency. Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control. Giving a time estimate on things that consistently change or that are under control of other factors, is not realistic of a local school board. Our district estimates these students will be proficient by the time they graduate.	

2024 - 2025 State Assessments Review for 2025 - 2026 Budget Considerations

District USD 511 Attica

Based upon your schools Needs Assessment and State Assessment results, please identify the following:

- (A) The barriers that must be overcome for each student to achieve grade level proficiency on assessments
- (B) The budget actions that should be taken to address and remove those barriers
- (C) The amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.


Board President

6-9-25

Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Building 2	6th-12th	There are a number of challenges to be considered when evaluating student success in a school district. Some of the key barriers impacting this school include, but are not limited to: 1) High percentage of free and reduced students and increased poverty rate; 2) Difficulty in retaining and attracting highly qualified teachers, and replacing teachers as they retire; 3) Increased level of social emotional challenges and needs of students; 4) Limited or difficulty engaging parents in educational process; 5) We believe that using more than one assessment score will be a more accurate measure of student success.	Our school faces a number of budget challenges when determining how to allocate funds for best meeting the needs of our students. Given our population, the following budget considerations could have a large impact on student achievement. 1) Increased salary to recruit and retain high quality certified and classified staff; 2) Maintain low teacher/pupil ratio for greater individualized instruction; 5) Prevention, detection, and intervention with trauma and mental health issues	It is difficult to accurately predict how children will respond to our interventions because we cannot always fix the daily challenges they face. Many factors impact students' academic achievement, such as: 1) Current and future school funding has a significant impact on student learning, as any increase or decrease has an effect on student success. Any change in funding level, in either direction, impacts the ability of students to meet proficiency criteria. 2) Assessment scores are one measure; our school does not believe that student assessment scores should be the sole measure of student proficiency. Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control. Giving a time estimate on things that consistently change or that are under control of other factors, is not realistic of a local school board. Our district estimates these students will be proficient by the time they graduate,	