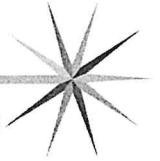


BUILDING NEEDS ASSESSMENT

USD 511 Attica Public Schools



Grades Served: PreK - 8

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

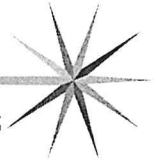
USD 511 Attica Public Schools

Grades Served: PreK - 8

SECTION 1: Student Needs		Notes
a. Student Headcount	150	
b. Percentage of students with an active IEP	40.7%	
c. Percentage of students identified as At-Risk (Free lunch)?	40.7%	
d. Pupil-Teacher Ratio Average	8.2:1	

BUILDING NEEDS ASSESSMENT

USD 511 Attica Public Schools



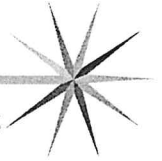
Grades Served: PreK - 8

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

SECTION 1: Student Needs		Notes
e. Pupil-Teacher Ratio Median	12:1	
f. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
g. Are there gaps in student success among race/ethnicity student subgroups?	No	
h. Is there a tiered system of support to target reading growth?	Yes	MTSS is in effect for grades K-5. This system is in progress for grades 6-12.
i. Is there a tiered system of support to target math growth?	No	This will be the next step once reading MTSS has been implemented.
j. Are there local assessments to measure reading growth?	Yes	The district utilizes Fastbridge as our system for benchmarking as well as progress monitoring for K-12 Reading.

BUILDING NEEDS ASSESSMENT

USD 511 Attica Public Schools



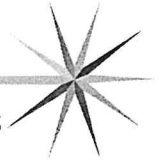
Grades Served: PreK - 8

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

SECTION 1: Student Needs		Notes
k. Are there local assessments to measure math growth?	Yes	The district utilizes Fastbridge as our system for benchmarking as well as progress monitoring for K-12 Math.
l. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		Teachers will be having conversations with students as well as parents regarding state assessment scores. In addition, students will set personal score goals for the next assessments. Incentives will be offered for those showing gains. Additionally, the staff are monitoring Fastbridge scores and learning where our students have room for improvement. They use this data for intervention purposes as well as core instruction.
m. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Each student sets personal goals for movement toward proficiency with their core teacher and/or their advisory teacher and shared with parents during conferences. In addition, teachers, and administrators review the data and match it to Fastbridge scores. Core curriculum is being evaluated and updated to ensure all state standards are being met.

BUILDING NEEDS ASSESSMENT

USD 511 Attica Public Schools



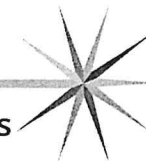
Grades Served: PreK - 8

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 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?	MySABRS, KCTC, and Xello	
b. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ is administered to all PreK and Kindergarten students.	
c. How are successes of Individual Plans of Study being measured?	Xello is utilized as well as spreadsheets filled out by our counselor and students.	
d. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	We aim for a 100% post secondary success rate each year.	
e. How are you ensuring students are civically engaged?	Secondary students participate in community service each year. Elementary students are engaged in several activities throughout they year involving community service and development. SITE council provides many activities for elementary and secondary students to bring school and community together.	

BUILDING NEEDS ASSESSMENT

USD 511 Attica Public Schools



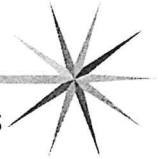
Grades Served: PreK - 8

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	None at the moment	We have not been successful in staffing and after school or summer school program.
b. Are there appropriate and adequate instructional materials?	Our staff has begun the process of creating curriculum maps to verify all standards are being taught. Additionally, the Board of Education has made a curriculum rotation a priority. Each year, they replace the oldest curriculum with a goal of having all curriculum updated within the 6 year rotation.	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	

BUILDING NEEDS ASSESSMENT

USD 511 Attica Public Schools



Grades Served: PreK - 8

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 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)	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	

BUILDING NEEDS ASSESSMENT

USD 511 Attica Public Schools



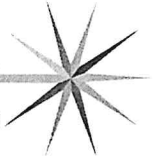
Grades Served: PreK - 8

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

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

BUILDING NEEDS ASSESSMENT

USD 511 Attica Public Schools



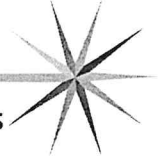
Grades Served: PreK - 8

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 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	We struggle to find qualified teachers, however, last year all of our teachers were licensed in the subjects they taught.
b. How many classified support staff are currently employed?	16	
c. How many classified support staff are needed?	4	We are short 4 special education paraprofessionals starting the 2024-2025 school year. We rarely have a full paraprofessional staff. However, 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.?	Yes	However, our librarian is not licensed.

BUILDING NEEDS ASSESSMENT

USD 511 Attica Public Schools



Grades Served: PreK - 8

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

SECTION 5: Staff Needs		Notes
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	There is always a need for more professional development opportunities.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		We are planning professional development opportunities to assist teachers in developing a mapping from their current curriculum to the state standards. This will assist us in advancing our core curriculum.

BUILDING NEEDS ASSESSMENT

USD 511 Attica Public Schools



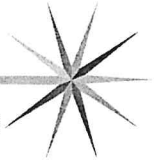
Grades Served: PreK - 8

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	We have enough space for our current teachings. However, there is not any extra room.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	
c. Are additional School Buses needed or any additional Routes needed?	No	We have the buses that are needed for routes. However, we will need to replace one of our buses in 2 years. Additionally, we could use one more suburban or transit van.

BUILDING NEEDS ASSESSMENT

USD 511 Attica Public Schools



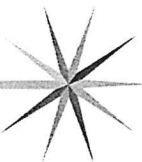
Grades Served: PreK - 8

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	We have 2 parent-teacher conferences each year. In addition, SITE counsel helps with parent, teacher, and student connections, hosting several events a year.
b. Do you have an active Site Council?	Yes	
c. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No	
d. What types of communication exists with families? Is it adequate?	Yes	We have several ways of communicating with parents including but not limited to a school Facebook page, weekly newsletter, EZSchool Messenger, parent email list, etc.
e. What types of communication/social media exists with your community? Is it adequate?	Yes	We have a school Facebook page.
f.		

BUILDING NEEDS ASSESSMENT

USD 511 Attica Public Schools



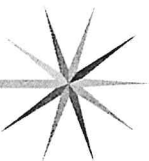
Grades Served: PreK - 8

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

SECTION 8: School Data		Notes
a. Building Attendance Rate	95.3%	
b. District Chronic Absenteeism Rate	8.7%	
c. District Graduation Rate	100%	
d. District Dropout Rate	0%	
e.		

BUILDING NEEDS ASSESSMENT

USD 511 Attica Public Schools



Grades Served: PreK - 8

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

SECTION 8: School Data		Notes
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		
a. What is our building graduation rate	100%	
b. What is our building dropout rate?	0%	
c. What is our average comprehensive ACT score?	18.0	

BUILDING STATE ASSESSMENTS REVIEW



USD 511 Attica Public Schools

Puls Elementary

Grades Served: 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 those challenges at this school include:

- High percentage of EL students receiving ESL/ESOL supports and services
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- An increasing level of social emotional challenges and needs of students
- Lack of, limited, or difficulties in engaging parents in the educational process
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

BUILDING STATE ASSESSMENTS REVIEW

USD 511 Attica Public Schools
Grades Served: PreK-5



Puls Elementary

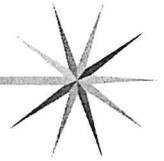
2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

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

This school faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement.

- (C) Increased salary to recruit and retain high quality certified and classified staff
- (D) Additional staff members hired to meet the individual learning and SEL needs of all students
- (E) Increase paraeducator support in special education classrooms
- (F) Maintain low teacher/pupil ratio for greater individualized instruction
- (G) Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

BUILDING STATE ASSESSMENTS REVIEW



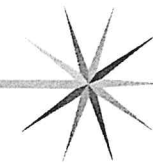
(H) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- While 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, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board. Our district estimates these students will be proficient by the time they graduate, encompassing all students in 7 years.

BUILDING STATE ASSESSMENTS REVIEW



USD 511 Attica Public Schools

High School

Grades Served: 6-12

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

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact this school include, but are not limited to:

- (J) High percentage/number of free and reduced students and increased poverty rate
- (K) Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- (L) An increasing level of social emotional challenges and needs of students
- (M) It is difficult to encourage a student's highest performance on an assessment that does not impact their future.
- (N) Lack of, limited, or difficulties in engaging parents in the educational process
- (O) We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

BUILDING STATE ASSESSMENTS REVIEW

USD 511 Attica Public Schools
Grades Served: 6-12



High School

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

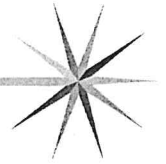
(P) Identify the budget actions that should be taken to address and remove those barriers.

This school faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement.

- Increased salary to recruit and retain high quality certified and classified staff
- Maintain low teacher/pupil ratio for greater individualized instruction

Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

BUILDING STATE ASSESSMENTS REVIEW



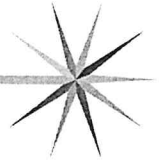
(Q) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

There is no way to accurately predict how children will respond to our interventions because we cannot fix the daily challenges they face. Many factors impact students' academic achievement, such as:

- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% 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, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board. Our district estimates these students will be proficient by the time they graduate, encompassing all students in 6 years.

BUILDING STATE ASSESSMENTS REVIEW



USD 511 Attica Public Schools

District

Grades Served: PreK-5

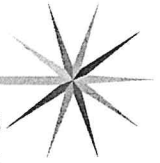
(R) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact our School District include, but are not limited to:

- (S) High percentage/number of free and reduced students and increased poverty rate
- (T) Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- (U) Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- (V) An increasing level of social emotional challenges and needs of students
- (W) It is difficult to encourage a student's highest performance on an assessment that does not impact their future.
- (X) Lack of, limited, or difficulties in engaging parents in the educational process
- (Y) We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

BUILDING STATE ASSESSMENTS REVIEW

USD 511 Attica Public Schools
Grades Served: PreK-5



District

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

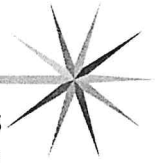
(Z) Identify the budget actions that should be taken to address and remove those barriers.

Our School District faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement:

- Increased salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increase paraeducator support in special education classrooms
- Maintain low teacher/pupil ratio for greater individualized instruction
- Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

BUILDING STATE ASSESSMENTS REVIEW

USD 511 Attica Public Schools
Grades Served: PreK-5



District

2023-2024 BUILDING NEEDS ASSESSMENT FOR 2024-2025 BUDGET CONSIDERATIONS

(AA) 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.

There is no way to accurately predict how children will respond to our interventions because we cannot fix the daily challenges they face. Many factors impact students' academic achievement, such as:

- While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% 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, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board. Our district estimates these students will be proficient by the time they graduate, encompassing all students in 6 years.