

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

District: **USD 467 - Leoti**

Bldg #

Grades Served:

School: **Wichita County Elementary School - Updated 7/8/25**

7382

K-6,PK (w/IEP),PK,PKAR (4 YO)

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

SECTION 1: Student Needs		Notes
a. Student Headcount	221	
b. Percentage of students with an active IEP	19.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	24.00%	
d. Percentage of students identified as At-Risk (Free Lunch)?	52%	
e. Pupil-Teacher Ratio Average	13.8	
f. Pupil-Teacher Ratio Median	13.5	
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?	Yes	Subgroups perform below the "All" students group in both math and ELA.
i. Is there a tiered system of support to target reading growth?	Yes	Title One & ESOL Programs provide support for students who score below grade level on screeners and diagnostic testing.
j. Is there a tiered system of support to target math growth?	Yes	All students have access to IXL Math. iReady Math individualized programming is available to students who struggle in math. Some teachers want to have school-wide access rather than 60 seats.
k. Are there local assessments to measure reading growth?	Yes	Use of Fastbridge measures reading growth.
l. Are there local assessments to measure math growth?	Yes	Use of Fastbridge measures math growth. iReady is used for Tier 2 and 3 students.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Our students have the opportunity for academic help 4 days a week at a before and after school homework club.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	As a staff we discuss and review student scores.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Students who need support may be enrolled in IXL and iReady. Lexia and PowerUP are resources for ELA interventions. Title One services are also available.

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?	Teacher Observation	Counselor lessons twice each month. The district
b. What are the targets/goals related to social/emotional growth?	Targets and goals will be determined on an individual	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	We utilize ASQ, and parent information as well as the state's guidance of reaching 5 years old by 08/31.	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	ASQ is used and pre and post tests in PK help guide readiness decision-making.	
e. How are successes of Individual Plans of Study being measured?		
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		
g. How are you ensuring students are civically engaged?	Each grade level has a civic engagement opportunity such as participation in the Veteran's Day program, visiting a nursing home, writing letters to service men and women, and a canned food drive.	
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		Yes, a before and after school program is offered 4 days a week for students. Summer school and summer tutoring are offered.
b. Are there appropriate and adequate instructional materials?	Yes	Wonders 2020 was adopted in 2020-21 and an updated K-12 Math curriculum (Eureka Math) was purchased for 2022-23 school year. A new science resource (Elevate Science) was purchased in the Spring of 2024. Lexia is a reading resource and iReady and IXL are used for Tier 2 math interventions.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	K-6 students are 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	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	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	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	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	Yes	

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	The ESOL and Title 1 departments have struggled to fill positions which affects the coverage for at-risk students. A para position was advertised and no one applied. A part-time teacher stayed 1 year.
b. How many classified support staff are currently employed?	5	
c. How many classified support staff are needed?	6	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	The district has an additional part-time counselor for 2025-26, and a library para was added in 24-25.
e. Are principals & other key staff trained to provide instructional leadership and professional development to	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		Staff development on differentiated instruction and developing connections with students. Training on the Science of Reading/LETRS.
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	Additional playground equipment is needed as well as grass for the soccer field. Attempts to locate repurposed turf have been unsuccessful.
c. Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Parent-Teacher Conferences are held twice per 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?		This is an area in which the district may improve on.
c. Do you have an active Site Council?	Yes	We have a district site council that was revitalized in January 2023, but will organize a building level council to encourage participation and input.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	PAC is a parent organization that supports our school, but leadership has changed so the local 4-H group has stepped in. This group of parents serves our staff for special events by providing food and incentives. They support students with popcorn parties and carnivals.
e. What types of communication exists with families? Is it adequate?		Social media, letters, phone calls, and emails.
f. What types of communication/social media exists with your community? Is it adequate?		Webpage, Facebook, Instagram and X are used at the district level, as well as SchoolMessenger.

SECTION 8: School Data

a. Building Attendance Rate	95%
b. Building Chronic Absenteeism Rate	7%
c. District Chronic Absenteeism Rate	16%
d. District Graduation Rate	90.90%
e. District Dropout Rate	0.00%

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)

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

SECTION 9: Other Data

a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		Motivating hard to reach students is a barrier as well as improving language and communication skills between the school and families who have not yet acquired fluent English.
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1. Can these be achieved with additional resources?		Yes by building strong relationships with students and engaging parents who are not fluent in English.
2. Why or why not?		It is important for parents to be willing to engage in resources offered to support learning the English language, and important for the school to offer these resources such as an English class for adults. Finding a well-qualified leader for this class is crucial to its success.
b. Additional building unique items:		
		Updated 7/8/2025