

2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District: 432 Victoria	Bldg #	Grades Served:
School: Victoria Elementary	6399	K-6, PK with IEP, PK, PK At-Risk (4-Years Old)

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

SECTION 1: Student Needs	Notes
a. Student Headcount	151
b. Percentage of students with an active IEP	12.5
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%
d. Percentage of students identified as At-Risk (Free lunch)?	21.20%
e. Pupil-Teacher Ratio Average	11.6
f. Pupil-Teacher Ratio Median	22.0
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 Full time interventionist in the building, Adopted Fasbridge
j. Is there a tiered system of support to target math growth?	Yes Full time interventionist in the building, Adopted Fasbridge
k. Are there local assessments to measure reading growth?	Yes Fastbridge, iReady, STAR
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 Recently added an additional SPED teacher, along with an MTS Interventionist. District paras help support the need for general education interventions.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes IEP students receive help from Resource Room teacher and paraprofessionals. Two SpEd teachers. 1. District para provided supports during core content to teachers by working with students.. 2. Dividing classes into tiered groups for individualized instruction. Smaller class sizes; Intervention class in response to students performing Level 1 & 2 on KAP.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes School wide MTSS implemented for the 22-23

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes
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a. How is social/emotional growth being measured?	SEL school families, Fastbridge SAEBRS	
b. What are the targets/goals related to social/emotional growth?	Small groups, Community Based Counseling	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ screener	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Adding all day Pre-school in the building	
e. How are successes of Individual Plans of Study being measured?	Each student begins their IPS in 7th grade. The IPS is in continuous growth throughout the senior year. Student Post Graduate plans are documented throughout each student's 5th year out.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Xello, Counseling staff	
g. How are you ensuring students are civically engaged?	Classes have civic projects and/or community service projects throughout the school and community.	
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	CARE (after school program), Art Club, Music Honor Club	
b. Are there appropriate and adequate instructional materials?	No	Ready Curriculum for Math not being taught with validity.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	we have 1:1 ipads
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)		
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	

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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	
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?	5	Elem Secretary, Nurse, 3 District Paras
c. How many classified support staff are needed?	6	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Need librarian;
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?	Reading Literacy Supports/Instructional Strategies; Curriculum Support; Technology Integration; MTSS; PBIS; PLC+; STEM/PBL;	
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	Central HVAC; Extensive plumbing needs; energy efficient windows; deteriorating roof; outdated boiled;
c. Are additional School Buses needed or any additional Routes needed?	No	Only activity routes run.

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SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Need more academic based engagement activities.
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?	None	
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	PTO; VIP (Booster Type Organization)	PTO is a 501 C3- non typical PTO organization structure.
e. What types of communication exists with families? Is it adequate?	Social media: Facebook & Twitter/ District Messaging system / Email / Phone Calls / Schoology / SeeSaw	
f. What types of communication/social media exists with your community? Is it adequate?	Newspaper / Social Media: Facebook & Twitter	
SECTION 8: School Data		Notes
a. Building Attendance Rate	95.0%	
b. Building Chronic Absenteeism Rate	16.7%	
c. District Chronic Absenteeism Rate	14.0%	
d. District Graduation Rate	95.0%	
e. District Dropout Rate	0.9%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	95.0%	
b. What is our building dropout rate?	0.9%	
c. What is our average comprehensive ACT score?	19.0	
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?	Parent engagement with academics; Student engagement; Social emotional demands rising; Add'l professional development	
1. Can these be achieved with additional resources?		
2. Why or why not?	Y	

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b. Additional building unique items: