

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

<b>District:</b> USD 358 Oxford	<b>Bldg # 4388</b>	<b>Bldg # 4390</b>	<b>Bldg # 4379</b>
<b>School:</b> Oxford Elementary, Oxford Jr/Sr. High, Oxford Online Virtual School	<b>Oxford Elementary grades PK-6</b>	<b>Oxford Jr. Sr. High grades 7-12</b>	<b>Oxford Virtual School grades k-12</b>

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

<b>SECTION 1: Student Needs</b>			
a. Student Headcount	208	169	43
b. Percentage of students with an active IEP	37.00%	19.00%	13.00%
c. Percentage of students enrolled in English Language Learner (ELL) services	0.01%	0.01%	0.00%
d. Percentage of students identified as At-Risk (Free lunch)?	40.00%	29.50%	N/A
e. Pupil-Teacher Ratio Average	17 (classroom teachers only)	13.5	18.0
f. Pupil-Teacher Ratio Median			
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	yes	yes	yes
h. Are there gaps in student success among race/ethnicity student subgroups?	No	No	No
i. Is there a tiered system of support to target reading growth?	yes	yes	yes
j. Is there a tiered system of support to target math growth?	yes	yes	yes
k. Are there local assessments to measure reading growth?	yes	yes	yes
l. Are there local assessments to measure math growth?	yes	yes	yes
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	no	no	no
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	47.25% Math- 37.36% ELA Proficient	17%- ELA , Math 31 Proficient- Targeted MTSS Instruction/ Added Staff/adding 9-12 diagnostic testing.	13.3- Math, 30 ELA- Proficient- Implementing additional math practices and resources
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessment?	yes per KESA Plan	Yes per KESA Plan	Yes per KESA Plan

<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>			
a. How is social/emotional growth being measured?	DESSA	DESSA	DESSA
b. What are the targets/goals related to social/emotional growth?	Reducing # of students at risk per DESSA/ Reduce Chronic Absenteeism/Reduce Discipline referrals	Reducing # of students at risk per DESSA/ Reduce Chronic Absenteeism/Reduce Discipline referrals	Get to know students better and develop relationships with families.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	IDGS Rates/ Ages and Stages		IDGS rates/Ages and Stages
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Increase the percent of Students Scoring Strong or Moderate Progress in 4 out of 5 Early Literacy Skills assessed on IGDI's assessment. Increase the percent of Students Scoring Strong or Moderate Progress in 4 out of 5 Early Numeracy Skills assessed on IGDI's assessment.		
e. How are successes of Individual Plans of Study being measured?		Graduation Rates and Post Secondary actions after high school	Graduation Rates and Post Secondary actions after high school
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		75 percent engaged/attending post secondary institutions or have earned industry certifications	75 percent engaged/attending post secondary institutions or have earned industry certifications
g. How are you ensuring students are civically engaged?	KESA Team is working to align opportunities	KESA Team is working to align opportunities	KESA Team is working to align opportunities

<b>SECTION 3: Curriculum Needs</b>			
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	3 week summer exploration for all students in June, 2 week jump start in July for grades K-3	2-3 week summer recovery and skill improvement, after school study hall for those assigned	June summer online completion, tutoring on campus with teachers as needed and online Zoom sessions and tutoring
b. Are there appropriate and adequate instructional materials?	Yes in reading and math, need to strengthen MTSS materials, Science and social studies	Yes in reading and math, need to strengthen MTSS materials, Science and social studies	Yes; need to strengthen MTSS materials
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Yes	yes

<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>			
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	yes	yes
c. Is every child in your school provided at least the following capacities?	Yes	Yes	Yes
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes- but more attention to oral and written instruction needs to take place	Yes- but more attention to oral and written instruction needs to take place	Yes- but more attention to oral and written instruction needs to take place
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	yes	yes	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	yes	yes
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	yes	yes	yes
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	yes	yes	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	yes	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	yes	yes

<b>SECTION 5: Staff Needs</b>			
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?	All staff in assigned positions are certified in the areas being taught	All staff in assigned positions are certified in the areas being taught	All staff in assigned positions are certified in the areas being taught
b. How many classified support staff are currently employed?	3	3	0
c. How many classified support staff are needed?	5	3	1
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	A full time licensed counselor is needed	yes	yes
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	yes	yes	yes
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	classroom management, MTSS tiered instruction, handling students with disruptive behaviors, addressing instruction with students' shorten attention spans, continuing to implement the Science of Reading foundations	Increasing reading comprehension with students struggling with short attention spans, increasing fluency rates, classroom management, MTSS tiered instruction, handling students with disruptive behaviors, addressing studentenets with short attention spans and lack of engagement	MTSS tiered instruction in a virtual setting, finding ways to keep virtual students engaged in learning and to build capacity for collaboration between virtual students.

<b>SECTION 6: Facility Needs</b>			
a. Is there adequate space for student learning?	yes	yes	yes

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b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	trading out chalkboards for whiteboards, repairs to old plaster walls, update playground equipment, flooring replacement in some classrooms; roof replacement on the 2000 addition	updates to old high school windows; flooring replacement in some rooms, roof replacements in the 2000 addition. Repairs to the stadium and track.	n/a
c. Are additional School Buses needed or any additional Routes needed?	1 aging buses need replaced; potentially adding another passenger van to help with student transportation	1 aging buses need replaced; potentially adding another passenger van to help with student transportation	N/a

**SECTION 7: Family Needs/Community Relations**

a. Do you have regular events to engage parents with teachers?	yes 2 conferences, 1 family night	yes 2 conferences, 1 family night	yes 2 conferences, 2 orientation days
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	yes	yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	yes PTO	Yes Booster Club	no
e. What types of communication exists with families? Is it adequate?	SeeSaw, Montly calendars, District Weekly Updates, text, calls, emails, letters for reminders, Social Media posts, teacher newsletters- Communication is effective.	Google Classroom, PowerSchool, Text alerts, Social Media Posts, District Updates: Communication is effective.	Email, text, calls, communication through virtual curriculum site, social media and district updates. Communication is effective
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, webpage, X, text alerts, SeeSaw, Google Classroom, PowerSchool	Facebook, webpage, X, text alerts, SeeSaw, Google Classroom, PowerSchool	Facebook, webpage, X, text alerts, SeeSaw, Google Classroom, PowerSchool

**SECTION 8: School Data**

a. Building Attendance Rate	94.8%	96.4%	N/A
b. Building Chronic Absenteeism Rate	12.4%	3.4%	12.7%
c. District Chronic Absenteeism Rate	8.9%	8.9%	8.90%
d. District Graduation Rate	96.7%	95.8 % (2022)	100% (2022)
e. District Dropout Rate	0.0%	0.0%	0.0%

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

a. What is our building graduation rate	n/a	96.7%	96.7%
b. What is our building dropout rate?	n/a	0.0%	0.0%
c. What is our average comprehensive ACT score?	n/a	17.0	n/a

**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?	consistant attendance, technology addictions, shortage of special education support staff,	consistant attendance, technology addictions, shortage of special education support staff, student anxiety over post secondary plans, student issues with social media, lack of internship opportunities for students,	consistant attendance, technology addictions, student anxiety, stress over post secondary plans, student issues with social media, lack of internship opportunities for students, minimum in person connections
1. Can these be achieved with additional resources?	Yes	yes	yes
2. Why or why not?	Training, retention of quality staff, and reducing class sizes, along with support staff will make an impact toward increasing student performance.	Training, retention of quality staff, and reducing class sizes, along with support staff will make an impact toward increasing student performance.	Training, retention of quality staff, and reducing class sizes, along with support staff will make an impact toward increasing student performance.
b. Additional building unique items:			