

2025-2026 School Year Building Needs Assessment for 2026-2027 Budget Considerations

District: USD 412	Bldg #	Grades Served:
School: Hoxie Jr/Sr High School	5854	Grades 7-12

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 1: Student Needs		Notes
a. Student Headcount	176	
b. Percentage of students with an active IEP	8.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	3.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	33.00%	
e. Pupil-Teacher Ratio Average	11.1 to 1	
f. Pupil-Teacher Ratio Median		
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?		
i. Is there a tiered system of support to target reading growth?	Yes	MTSS with TASN
j. Is there a tiered system of support to target math growth?	Yes	MTSS with TASN
k. Are there local assessments to measure reading growth?	Yes	Fastbridge
l. Are there local assessments to measure math growth?	Yes	Fastbridge
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Online classes, ACT Testing, SAT testing, PreACT, Internships
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Implementation of MTSS with TASN, aligned curriculum with Math, English, and Science. Added curriculum in English
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Will be working with Reading and ELA Tier groups in
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?	SAEBRS and my SAEBRS through Fastbridge. Kansas Communities that Care Survey	We are still dealing with a good portion of parents opting out of surveys that deal with Social and Emotional.
b. What are the targets/goals related to social/emotional growth?	Provide resources for all students in Social Emotional Growth	Classroom-connect during advisory, working with TASN, Project Frontier
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A	

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d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A	
e. How are successes of Individual Plans of Study being measured?	XELLO, IPS work during Advisory hour. Advisory Teachers are responsible for completion	Individual meetings with Advocate. Senior exit survey administered by Advocate
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	100% Graduation rate. Increase the percentage of students that are college and career ready.	
g How are you ensuring students are civically engaged?	Register to vote via Government class. Student Council (Student Government) Community Service hours through several activities and clubs	FFA, FCCLA,FCA,STUCO, NHS all have Community service and Voluntary hours for its members. Internships, Teacher's Aides.

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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	N/A	Summer School has never been offered 7-12
b. Are there appropriate and adequate instructional materials?	Yes	Spanish through ITV, Speech curriculum purchased for new graduation requirements, New math curriculum purchased, New Physics curriculum purchased
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Still hve Touchscreens in each classroom and Chromebooks/Laptops
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	Purchased Speech curriculum
c. Is every child in your school provided at least the following capacities?		
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	
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	

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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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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	Certified instructor in Science added; Certified Band instructor added.
b. How many classified support staff are currently employed?	17	Paras, aides, cooks, custodians, librarian, bus drivers, school nurse
c. How many classified support staff are needed?	2	Paras for SPED services
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Certified instructor in Science added; Certified Band instructor added.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Counselor
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Continue work with TASN on reading. LETRs training, (BLT, DLT)	Moving into the Tier support with TASN this year at the HS, Fastbridge training for new teachers
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	The building is an older building, and requires some updating with infrastructure.
c. Are additional School Buses needed or any additional Routes needed?	Yes	
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Back to school nights, community pep rallies, Booster Club activities, Site Councils

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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?	FAFSA training, Parent meetings at the start of the year, Google classroom, Parent Square instruction, Student Square instruction, Powerschool training	
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Booster Club, Project Prom, Project Graduation
e. What types of communication exists with families? Is it adequate?	Yes	Parent Square, PowerSchool, District gmail, Phone calls
f. What types of communication/social media exists with your community? Is it adequate?	District website/District Facebook Page.	Yes it is adequate

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SECTION 8: School Data		Notes
a. Building Attendance Rate	86.0%	
b. Building Chronic Absenteeism Rate	14.0%	
c. District Chronic Absenteeism Rate	16.9%	
d. District Graduation Rate	93.5%	
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	93.5%	5 Year Cohort % (100% in 2026)
b. What is our building dropout rate?	0.0%	
c. What is our average comprehensive ACT score?	18.8	
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?	The value of an education in relationship to building a career rather than getting a job	
1. Can these be achieved with additional resources?	Possibly	
2. Why or why not?		It depends on what you consider resources. Can it be fixed with monetary sources? No. When talking resources it needs to be a mind set change. Public Education needs to be valued for what it is and how it can prepare young people for life after it. Resources in promoting the value of getting an education and the benefits of that degree. No matter what you choose to post graduation.
b. Additional building unique items:		

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