

BUILDING NEEDS ASSESSMENT



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

Building Central High School

Grades Served

9-12

Section 1: Student Needs	Response	Description
A. Student Headcount	950	
B. Percentage of students with an active IEP	23.79%	
C. Percentage of students enrolled in English Language Learner (ELL) services	1.78%	
D. Percentage of students identified as At-Risk (Free lunch)?	57.4%	
E. Pupil-teacher ratio average	15.74	
F. Pupil-teacher ratio median	15.5	
G. Are the needs of foster care students being met? If not, what supports are needed?	No	We are not always able to make an appropriate placement with these students when they enter the building because we often do not have all of their educational records.
H. Are there gaps in student success among race/ethnicity student subgroups?	Yes	We do have gaps in performance based on race. We are seeing some success in closing these gaps.
I. Is there a tiered system of support to target reading growth?	Yes	Depending on student needs, we run two- or three-tiered Reading Programs.
J. Is there a tiered system of support to target math growth?	Yes	We offer Fundamentals of Algebra for 9th-grade students who are not prepared to take Algebra I.

K. Are there local assessments to measure reading growth?	Yes	<p>Current state: We have assessments to measure reading growth.</p> <p>Desired state: The English teachers would like access to Kansas State Assessments.</p>
L. Are there local assessments to measure math growth?	Yes	<p>Current state: We have assessments to measure math growth.</p> <p>Desired state: The math department has not been trained on how to read the data report and how to use the assessment results to plan interventions and when to administer those interventions (ELO?).</p>
M. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	<p>We have Career and Technical Education (CTE) with numerous pathways as well as internships, On the Job Training (OJT), YEC business and competitions, journalistic opportunities, and Mustang Media.</p> <p>This year, 2023-24, we started a pilot program for our most at-risk students. The PBD Academy offers these students 1 on 1 counseling with a specialized schedule. While fully enrolled these students have more structure and individualized plans of study.</p> <p>We would like to continue to expand these options for students.</p>
N. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		<p>We are ensuring our curriculum is aligned with the state standards. Teachers are using instructional strategies and assessments that prepare students for both standardized tests and job skills.</p>

	<p><u>Social Studies Department:</u> We are providing students with multiple opportunities to practice skills prior to the state assessment and providing them with feedback to improve their scores before the final assessment.</p> <p><u>Science Department:</u> Multiple opportunities to master objectives through guided practice, labs, and assessments. Reading, developing, and analyzing graphical data. Focus on learning intentions and academic success criteria.</p> <p><u>Math Department:</u> Reviewing Algebra topics in Geometry classes. Doing some test prep in Algebra 1 and Geometry so students have seen some of the question formats.</p> <p><u>Foreign Languages Department:</u> Multiple choice assessments and interpretation of content to help with critical thinking skills.</p> <p><u>English Department:</u> Annotating and close reading of text. Using text-dependent questions and evidence-based answers to assess students. Students are given opportunities to improve performance based on feedback. Taking interim state-assessment tests and taking practice tests that are parallel to the actual test is ongoing in sophomore ELA classes.</p> <p><u>Fine Arts Department:</u> Reflection and self-evaluation activities are created and facilitated, communication</p>
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		<p>skills are enhanced, and immediate feedback is provided. Discipline, commitment to school, life and soft skills, teamwork, and perseverance are also developed. Improving attendance when students are driven with anxiety; anxiety-reducing activities are incorporated. An outlet for the creative process is initiated and encouraged.</p>
<p>O. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</p>		<p>Core departments offer common assessments and prepare students for the ACT. Teachers are focused on Visible Learning and the implementation of Learning Intentions to increase higher-level thinking. Teaching staff are starting to implement Success Criteria to increase content complexity to help increase students' critical thinking skills and gauge their own learning.</p> <p>The administration and MTSS Coordinator are continuing to work with core department PLCs and focus on school-wide targeted interventions to increase performance levels on state assessments.</p>

Section 2: State Board of Education Outcomes	Response	Description
<p>A. How is social/emotional growth being measured?</p>		<p>Current state: The district has developed a rubric that all teachers complete in the spring.</p> <p>Desired state: CHS would like to see improvement in regards to the rubrics.</p> <p>Current state: The CHS Student Support Counselor is tracking and monitoring services she provides and our community partners provide on campus to our students and families.</p>

		<p>Desired state: These services/interventions are successful and students do not need them long term.</p>
<p>B. What are the targets/goals related to social/emotional growth?</p>		<p>Salina Central admin, support staff, and teachers are examining data and developing a tiered system of support for social-emotional needs.</p> <ul style="list-style-type: none"> ● This tiered system includes <ul style="list-style-type: none"> ○ Examining which students are also chronically absent from school and putting in interventions that encourage attendance. ○ CHS partnering with our local mental health center for qualifying tier two/three students. ○ CHS partnering with Central Kansas Foundation for qualifying students who have substance abuse problems ○ Student Support Plans, 504's, and IEP's that include social/emotional interventions developed in a meeting partnering with the family and student. <p>Desired: Defined criteria for each tier of support A staff dedicated to monitoring:</p> <ul style="list-style-type: none"> ● Student Support Counselor specifically monitors student growth using the defined criteria

		<ul style="list-style-type: none"> ● Monitor and document impact of social emotional/attendance interventions ● Using that criteria to monitor student movement among tiers of support.
C. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	NA	
D. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	NA	
E. How are successes of Individual Plans of Study being measured?		<p>Salina Central is individually tracking students to see if they are completing their Individual Plans of Study.</p> <ul style="list-style-type: none"> ● IPS committee is dedicated to help track IPS completion.
F. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		All seniors take Financial Literacy in order to better prepare them to meet their postsecondary goals.
G. How are you ensuring students are civically engaged?		<p>The Social Studies curriculum is designed to give the students the skills they need to be civically engaged students.</p> <p>Career and Technical Education provides internships and volunteer opportunities.</p>

Section 3: Curriculum Needs	Response	Description
A. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		<p>CHS:</p> <ul style="list-style-type: none"> ● Credit recovery is offered for students after school. ● We have the Performance Based Diploma program for our Tier 3 students.

		<ul style="list-style-type: none"> ● During the 23-24 school year, our interventionist was utilized to support our students who were at risk of dropping out and then were selected/placed into the PBD Academy. Additionally, students with extenuating health issues were offered the opportunity to be placed in the Academy to ensure a diploma from SPS. <p>SPS:</p> <ul style="list-style-type: none"> ● Offers a summer program for both credit acquisition and recovery
<p>B. Are there appropriate and adequate instructional materials?</p>		<p>English Department: Using the free Quill subscription for grammar and this resource has been useful and effective. <u>Would like the Quill Pro version</u> to reflect diagnostic quiz scores per instructor as well as other useful features. Universal in both our ELL and AP-level courses also. The department has been making use of their new textbook series.</p> <p>Speech: We need specialized and modified resources for special education learners in this class.</p> <p>CTE Department: Across all CTE courses, we need a bigger budget. We are currently cutting activities to fit within our budget. Previously, we were teaching 5 classes instead of 6. Now that we are teaching another class and students are taking another class our enrollment has increased significantly. Therefore, the last 5 or so years we have been teaching significantly more students with the same budget.</p>

		<p>We have had to find ways to make our dollars go farther. We are really struggling because we are blowing through our budget the first semester and trying to make it last the rest of the year. This year we have basically depleted our account in the first quarter. Inflation hasn't helped us out either because the price of wood, metal, and all other consumables have gone up and in some cases doubled.</p> <p>Some examples include the CNC machine which has not been used nearly as much as in the past just because tooling has skyrocketed and we simply cannot afford to buy anymore. The Woods classes have cut several projects including a tri-square project just as a way to cut some costs. The metals have taken out the sheet metal projects because of cost. In my classroom I have cut back on using the plotter because ink is now over 130 dollars a cartridge and our plotter uses 5 cartridges to operate.</p> <p><u>Business/Media Department:</u> We would still like updated materials for computer apps.</p> <p><u>SPED Department:</u> It is hard to find materials for students that are lower level.</p> <p><u>Theater:</u> updated version of the Drama Projects textbook 9th edition now available, additional budget to pay for scripts and royalties for in class productions</p>
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<p>C. Is current technology appropriate? If no, what technology is needed to support the curriculum?</p>	<p><u>Social Studies Department:</u> Teachers need new loaner chromebooks and chargers for the current student computers. We would benefit from help with the login issues due to google changes and blocking of websites.</p> <p><u>CTE Department:</u> Yes; however, we need to make sure we are keeping it updated. Seat license for the plasma cam for the metal shop.</p> <p><u>Science Department:</u> Need access to yearly membership to online resources (NSTA and NGSS)- Elementary, Middle, and High. Allowed online access to teacher textbooks before school started.</p> <p><u>Math Department:</u> Laptop batteries don't last. Need Chromebook chargers that work for students' current Chromebooks.</p> <p><u>Business/Media Department:</u> Computer apps software needs to be updated. We need a budget for yearbook cameras/camcorders.</p> <p><u>Languages Department:</u> Students need to keep their computer charged and in proper working order.</p> <p><u>English Department:</u> Would like access to some subscription-based online resources; i.e., Turnitin, No Red Ink, Quill Pro. Would also like a ChatGTP/AI plagiarism checker.</p>
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		<p><u>SPED Department:</u> Laptop battery life is insufficient. Unable to undock without having to calibrate the promethean. Every time ActivInspire is used, the pen has to be recalibrated. Gizmos and IXL are appropriate technology for students below grade-level.</p> <p><u>Choir</u> - Budget, the budget has been cut the last couple of years. But the cost of music and equipment continues to rise.</p> <ul style="list-style-type: none">● Equipment repair (i.e. piano tuning) is paid for out of fundraising money/activity accounts.● A new set of 4-step risers <p><u>Theater:</u></p> <ul style="list-style-type: none">● Fly rail system update● New grand drape and curtain repair● Hanging outlets in the scene shop● Repair/replacement of the paint sink● New paint cabinet (shelves are bent and falling down)● Soap and paper towel dispensers at the two sinks in the dressing rooms without those <p>Equipment</p> <ul style="list-style-type: none">● new monitors for the theater (one is going out)● monitor for the dressing rooms permanently routed through the ceiling tiles● replacement bulbs for incandescent lights ETC HPL750/115 750W 115V 300HR Lamp For
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		<p>Source Four Ellipsoidal Series</p> <p>750W 115V 300HR Lamp For Source Four Ellipsoidal Series (we need a constant supply of these each year to be able to keep lights operational 16 each year)</p> <ul style="list-style-type: none"> ● new cables for microphones each year (we need usually 2 replacements) ● New audio cable for microphones (most has deteriorated) in lengths of 10', 15', 25' and 50' several of each length more of the short cables than longer cables ● New spotlights (ours are over 50 years old and very dim) ● Lighting system for the classroom and roundels removed ● New grand drape and patches in the existing legs and mid-stage curtain in the auditorium ● Storage space for theater supplies ● 5 new microphone clips for handheld wireless microphones ● A new aux input box for computers LTIBLOX for sound system
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Section 4: Educational Capacities (pursuant to K.S.A .72-3218)	Response	Description
A. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of	Yes	Central High School provides courses to meet all State Board of Education graduation requirements.

education are taught. (only if building serves Grades 10-12)		
B. 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.	No	<p>Current state: Some students do have these skills when they graduate, and some don't.</p> <p>Desired state: 90% of students would meet grade level capacity.</p> <p>The district has trained some of our teachers in Project Based Learning. These lessons will help increase students' communication skills, which is a district and school-wide focus and goal. Teachers will continue to be trained and implement PBL in their classrooms so students have access to these lessons in multiple content areas. We are starting to implement Visible Learning which should help address this issue through improved instruction.</p>
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	No	<p>Current state: Classes cover all of these topics. Information is provided to students, and current events are discussed on a regular basis.</p> <p>Desired state: Addition of current events, geography, or civics course.</p>
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	<p>Current state: Classes cover all of these topics. Information is provided to students.</p> <p>Desired state: Addition of current events, geography, or civics course.</p>

<p>4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.</p>	<p>Yes</p>	<p>Current state: In Health classes we talk about mental and physical health and bring in guest speakers from the mental health field to classroom presentations.</p> <p>Desired state: Continue doing what we're doing in Health, conditioning, PE, and Personal Fitness.</p> <p>CHS has a full-time support counselor in the building that is funded by the ESSER funds and the Mental Health Intervention Team grant. This counselor is our behavioral liaison and works directly with our staff and the local mental health center and CKF. Continued funding of this position is a top priority for the building.</p> <p>Currently, we have three case managers that are employed by our local mental health center but are housed in our building to work directly with our students who qualify for mental health services.</p> <p>We also accommodate students that need therapy services during school by providing a location in our building for the services to take place. The local mental health center provides the therapist. These services provided at our building allow students to participate in overall wellness and miss minimal instruction time.</p>
<p>5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.</p>		<p>Current state: We offer a variety of visual and performance art classes. These classes expose</p>

		<p>students to a variety of historical and cultural backgrounds.</p> <p>Desired state: Continue to provide funding for Fine Arts. Maintain or even increase student opportunities in the Fine Arts department.</p>
<p>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.</p>	<p>No</p>	<p>Current state: Career pathways provide these opportunities to explore various fields. Students explore a variety of internships and/or On the Job Training. However, we have multiple teaching openings in the Career and Technical Education field in our district that have gone unfilled.</p> <p>Desired state: We need to be able to hire highly qualified teachers to staff all of these positions. We need to work with our community to understand the employment needs of high-demand/high-wage industries, then use that community input to produce students with the skills to be successful in these positions.</p>
<p>7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.</p>	<p>Yes</p>	<p>Current state: We offer courses for varying ability levels—Advanced Placement, advanced, grade-level, modified, and dual and concurrent college courses. Our students have had success at various Technical Fairs each year and have increased the number of pathway completers.</p> <p>Desired state: Continue to increase the number of pathway completers, compete in state Youth Entrepreneurship Conference, and increase the number of dual credits earned.</p>

Section 5: Staff Needs	Response	Description
<p>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?</p>	<p>No</p>	<p>We currently have teachers working on provisional licenses due to the nation-wide teacher shortage. Due to district budget constraints, we have had to let a handful of teachers go over the past three years. We have also had student support programs cut due to these budget restraints.</p> <p>Need more paras, more support (peer mentoring, Spanish speaking paras/staff) for ESL.</p> <p>Current state: Employ a full time roving sub.</p> <p>Desired state: Maintain our roving sub after ESSER funds go away. Continued funding of this position is a top priority for the building.</p> <ul style="list-style-type: none"> ● To date the roving substitute has subbed in classes 89.3% of the days we have been in school. <p>Current state: Employ a full time interventionist</p> <p>Desired state: Maintain full time interventionist to help with support students/graduation. Full time interventionist will allow for tier three programming instead of students dropping out of high school. Continued funding of this position is a top priority for the building.</p>

		<p>Current state: Employ a full time student support counseling position.</p> <p>Desired state: Continue to employ our student support counseling position. Continued funding of this position is a top priority for the building.</p>
B. How many classified support staff are currently employed?		23 total: we have 15 classified and 8 paraprofessionals.
C. How many classified support staff are needed?		Currently, the shortage of para professionals has reached a critical need. This shortage is an issue for both our general education and special education teachers. Some special education students are unable to have their needs met because of the shortage of paraprofessionals.
D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	<p>We are concerned about our ability to hire counselors. Due to this critical shortage we should find a way to continue to fund our Certified Support Counselor.</p> <p>The shortage of certified teachers is also reaching a critical level. Due to this critical shortage we should continue to fund our Interventionist position and our Roving substitute position.</p>
E. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Principals and staff are working to implement the Visible Learning Initiative to ensure students and staff feel like they belong in SPS.

		It is an administrative team goal to build leadership capacity with our staff members so they can continue to lead PLCs and provide training to support colleagues.
F. What staff development is necessary for teachers to support student success and meet the school improvement goals?		We need to continue implementing Visible Learning to ensure we are using high leverage strategies in our classrooms. We also need to encourage staff to get trained in Problem-Based Learning (PBL) so they are better prepared to differentiate instruction to meet the abilities of all students.

Section 6: Facility Needs	Response	Description
A. Is there adequate space for student learning?	Yes	<p>The passage of a bond issue led to a major renovation of the schools so we are better able to meet the needs of students.</p> <p>Many departments feel that class sizes are not very balanced; classrooms can be packed, which makes it difficult for teacher and/or student movement. However, with balanced class sizes, most teachers feel they have adequate space.</p>
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	Yes	<p>The PA system does not work throughout the building.</p> <p>Our custodial staff does an excellent job. We are concerned about our ability to hire and retain custodians.</p> <p>Science: Ventilation system varies. The cabinets do not lock. The caulking is not complete.</p>

		<p><u>Math:</u> Air circulation/HVAC issues.</p> <p><u>Social Studies:</u> Air circulation/HVAC issues.</p> <p><u>Business/Media:</u> Air circulation/HVAC issues are very inconsistent.</p> <p><u>English:</u> Inconsistent temperatures; otherwise, everything is always addressed in a timely manner.</p> <p><u>SPED:</u> Inconsistent room temperatures.</p>
C. Are additional School Buses needed or any additional Routes needed?	Yes	For activities we sometimes take charter buses because of the shortage of bus drivers. Field trips have been canceled due to a lack of drivers.

Section 7: Family Needs/Community Relations	Response	Description
A. Do you have regular events to engage parents with teachers?	Yes	We have a fall parent open house, fall and spring parent-teacher conferences, and Site Council meetings. We encourage direct communication between teachers/staff and parents/guardians as needed.
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?		The counselors provide support regarding postsecondary planning and advising (FAFSA night, enrollment nights).
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	Each activity has their own booster club, if desired. We do not have a PTO or PTA.

E. What types of communication exists with families? Is it adequate?	Yes	We send out a monthly newsletter and communicate directly with families when necessary.
F. What types of communication/social media exists with your community? Is it adequate?	Yes	We have school and athletic department Twitter accounts. Each spring the students and ELO teachers communicate directly with parents to provide an annual IPS update.

Section 8: School Data	Response	Description
A. Building Attendance Rate	86.6	
B. Building Chronic Absenteeism Rate	47.9	
C. District Chronic Absenteeism Rate	32.8	
D. District Graduation Rate	86.6	
E. District Dropout Rate	2.4	
1. What is our building graduation rate	82.0	2023 Dropout/Graduation Summary Report
2. What is our building dropout rate?	3.9	2022-23 Building Report Card
3. What is our average comprehensive ACT score?	20.1	2022-23 Building Report Card

Section 9: Other Data	Response	Description
A. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		<p>We need an increase in ESL staffing to support ESL learners in the high school environment.</p> <p>Program cuts (Jobs for America's Graduates [JAG], School to Career, Communities In Schools [CIS]) have had the unintentional consequence of increasing the workload for the counseling department.</p> <p>When ESSER funding goes away, so will those staff positions (social workers, interventionist). Currently, we could use additional social work staff, and we are</p>

		<p>using our interventionist to give students more opportunities to graduate high school.</p> <p>Continue to develop alternative programs and options to meet the unique learning needs of our students.</p> <p>We need better pay to attract more custodial workers to provide a safe and clean environment.</p> <p>We need a permanent substitute for each building. The strain on teachers to substitute and classified staff who have to find substitutes creates stress.</p>
1. Can these be achieved with additional resources?		Yes.
2. Why or why not?		<p>Many of the items above can be addressed with additional funds. Some of the previously listed items/programs were cut to address budget issues, however, we were able to continue providing support with the use of ESSER funds. We are concerned if we lose the Certified Student Support Counselor and Interventionist we will not be able to meet the needs of students.</p>
B. Additional building unique items:		<p>The Performance-Based Diploma program at CHS benefits students who need credit recovery and/or non-traditional learning options. This program could benefit from a revamping of the location.</p> <p>Our Performance Based Diploma Academy (PBD-A) instructor is currently ESSER funded. We are having great success with the program. The students have completed 85 classes and earned 42 ½ credits as of</p>

		<p>November 22nd. We should have five students complete the program and graduate this semester.</p> <p>The student demographics at Central are unique from our sister school. We have more students in foster care, students identified as special education, and house the EBD program for our district/special education cooperative.</p>
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Section 10: Building Barriers Statement	Response	Description
<p>A. The barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment.</p>	<p>No</p>	<p>Staff would prefer all students enter the building on grade level and attend school daily with a focus on learning.</p> <p>Possible solution to help overcome barriers:</p> <ul style="list-style-type: none"> ● Remodel the PBD area to provide a separate space for the academy without bells and a separate entrance. ● Fund the intervention position so we can continue the PBD- Academy. ● Fund the Student Support counselor so we can continue to provide a wide variety of supports. ● Fund the roving substitute position to help alleviate additional stress placed on teachers by having to substitute during their planning period.

