# BUILDING NEEDS ASSESSMENT

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

**Building**  South High School                    **Grades Served**    9-12

| Section 1: Student Needs | Response | Description |
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| A.  Student Headcount | 1064 | September total headcount |
| B.  Percentage of students with an active IEP | 18.89% | IEP Headcount - 199 |
| C.  Percentage of students enrolled in English Language Learner (ELL) services | 5.35% | ELL Headcount - 59 |
| D.  Percentage of students identified as At-Risk (Free lunch)? | 43.2% | 466 Students |
| E.  Pupil-teacher ratio average | 15.23 (22-23) | |
| F.  Pupil-teacher ratio median | 14.94 (22-23) | |
| G.  Are the needs of foster care students being met? If not, what supports are needed? | Yes | Current Status: The school works closely with foster students, foster agencies, parents, and guardians. Counselors make adjustments to class scheduling and credit attainment with students transferring in throughout the year. Communication and documentation (EEIFC) are sometimes lacking information when placing students.<br>● Foster care students initially placed tier 3– academic & SEL<br>● Social worker monitors transition |

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|  |  | - Foster care students will be reevaluated after the transition period for tier placement.<br><br>Desired State: Consistent educational programming to ensure educational growth especially for short term placements.<br><br>Fully completed EEIFC to properly place our students and provide seamless services.<br><br>Maintain our student support personnel such as a general education social worker for SSHS. |
| H. Are there gaps in student success among race/ethnicity student subgroups? | Yes | Current Status: According to State data, Hispanic students at our school are performing at lower levels on the Kansas ELA. 40% of Hispanic students were at Level 1 compared to 32% of non-Hispanic students; 39% of Hispanic students at Level 2 compared to 33% of non-Hispanic students; 17% of Hispanic students at Level 3 compared to 26% of non-Hispanic students; and 3% of Hispanic students at Level 4 compared to 9% of non-Hispanic students.<br><br>The comparison for ELL students reflects the following gaps in performance: 51% of ELL students were at Level 1 compared to 32% of Non-ELL students; 37% of ELL students at Level 2 compared to 34% of non-ELL students; 9% of ELL students at Level 3 compared to 26% of non-ELL students; and 3% of ELL students at Level 4 compared to 8% of non-ELL students. |

| | | The comparison for African American students reflect the following gaps in performance: 60% of African American students were at Level 1 compared to 33% of white students; 27% of African American students were at Level 2 compared to 35% of white students; 11% of African American students were at Level 3 compared to 25% of white students; 2% of African American students were at Level 4 compared to 7% of white students.<br><br>There are significant gaps in achievement in ELA by race and ELL.<br><br>In math the following gaps exist: According to State data, Hispanic students at our school are performing at lower levels on the Kansas ELA. 38% of Hispanic students were at Level 1 compared to 32% of non-Hispanic students; 42% of Hispanic students at Level 2 compared to 35% of non-Hispanic students; 17% of Hispanic students at Level 3 compared to 23% of non-Hispanic students; and 3% of Hispanic students at Level 4 compared to 10% of non-Hispanic students.<br><br>The comparison for ELL students reflects the following gaps in performance: 44% of ELL students were at Level 1 compared to 37% of Non-ELL students; 15% of ELL students at Level 3 compared to 22% of non-ELL students; and 4% of ELL students at Level 4 compared to 9% of non-ELL students. |
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| | | The comparison for African American students reflect the following gaps in performance: 56% of African American students were at Level 1 compared to 32% of white students; 32% of African American students were at Level 2 compared to 37% of white students; 10% of African American students were at Level 3 compared to 22% of white students; 2% of African American students were at Level 4 compared to 9% of white students.<br><br>There are significant gaps in achievement in math by race and ELL.<br><br>Desired State: Heritage Speakers course for ELL students to refine language skills in 1st language to improve performance on ELA state assessment.<br><br>Maintain ELL teachers and bilingual aides to meet bilingual students' needs.<br><br>Provide training for bilingual aides and student bilingual tutors. |

| I. | Is there a tiered system of support to target reading growth? | Yes | Current Status: Tier 2 and Tier 3 interventions include specific reading intervention courses (three levels of intensive reading) that are provided for students with proficiency gaps in reading as identified by reading assessments. A RtI course for English 2 has been implemented for students who struggled in English 1 to fill skill gaps and prevent failure in English 2. Special education services include reading support via specially designed instruction in modified core-curriculum classes. Tier 1 interventions include differentiation within classroom instruction using our Visible Learning professional development.

Desired State: Offer a Tier 2 RtI course for English 1 students to provide additional support prior to failure. Partner with the 8th grade team to administer and use aReading assessment to identify students who would benefit from Tier 2 supports from day one.

Scheduled and targeted vertical and horizontal curriculum planning, including collaboration with middle school. The addition of a literacy coach in order to provide support with the focus that all teachers are reading teachers.

Use 8th grade state assessment and aReading to identify incoming 9th graders who would benefit from RTI. |

| | | Use secondary Fastbridge reading assessment to identify the gaps and skills of identified students to be addressed in ELA RTI. |
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| J.  Is there a tiered system of support to target math growth? | Yes | Current Status: Fundamentals of Algebra to address students with math skill deficits. An RtI course for Geometry has been implemented for students who struggled in math. Math RtI is designed to fill skill gaps and prevent failure in Geometry. Special education provides modified math courses as part of tiered support. Peer Math Tutoring during ELO has been provided. Credit recovery for math courses is in place. Tier 1 interventions include differentiation within |

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| | | classroom instruction using our Visible Learning professional development.<br><br>Desired State: Offer a Tier 2 RtI course for Algebra 1 students to provide additional support prior to failure. Partner with the 8th grade team to administer and use aMath (or another assessment) to identify students who would benefit from Tier 2 supports from day one.<br><br>Scheduled and targeted vertical and horizontal curriculum planning, including collaboration with middle school.<br><br>A math interventionist to support integration of math across the curriculum. Professional development in conjunction with prescribed curriculum.<br><br>Use Fastbridge secondary assessment to identify the gaps and skills to address in Math Lab.<br>Use 8th grade state assessment to identify incoming 9th graders who would benefit from RTI. |
| K.   Are there local assessments to measure reading growth? | Yes | Current Status: FastBridge aReading/Dyslexia Screener.<br><br>Desired State: Common assessments focused on reading. This is in progress with the new textbook adoption.  Consistent use of reading tests for comparable data. Staff training on reading data. |
| L.   Are there local assessments to measure math growth? | Yes | Current State: Local common assessments are used, as are McGraw Hill Illustrative Mathematics resources |

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| | | for Algebra 1 and Geometry curriculum and National Geographic Cengage Big Ideas Math For Algebra 2 curriculum.<br><br>Desired State: FastBridge aMath at both 9th and 10th grade; consistent PLC data analysis and integration in planning |
| M. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting? | Partial | Current Status: Tutoring and writing labs are available during ELO time. RTI courses are available during our daily schedule.  Afterschool homework help is available during the 2nd half of each semester. Credit Recovery is offered during and after school. PBD (Performance Based Diploma) is an alternative to traditional classroom settings. Summer School is available for students to recover credit.<br>Additional enrichment opportunities such as field trips, gifted, Scholar's Bowl, guest speakers, etc.<br><br>Desired State: Develop after school programs for tutoring and mentorship of specifically identified at-risk students (Tier 2/Tier 3 behavior concerns especially). Assess interest in high interest electives and/or additional courses for summer school in addition to credit recovery. (Robotics, arts, etc.) |
| N. Reviewing state assessment data, what steps are you taking for all students to maximize their scores? | | Current Status:<br>Visible Learning targets Tier 1 instruction<br>ELA<br>● adopted a new textbook and are revising curriculum and common assessments to better align with state standards. |

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| | | • State interim assessments and mini tests are being administered.<br>• Word study<br>Math & Science<br>• Implementing test questions to model test taking strategies.<br>• Instruction on how to analyze and evaluate graphs<br>• Analyzing and presenting data<br><br>Writing initiative with writing across the curriculum (five-year writing improvement plan--currently in year three).<br>Math and writing tutorial programs via ELO.<br>Focused test-taking strategies as spring ELO programming.<br><br>Building goals have been developed which focus on improving test scores, specifically increasing the number of 3s and 4s.<br><br>State assessments are a clearly communicated priority in the school and school community.<br><br>Desired State: All teachers directly instructing test taking strategies and working to identify "bubble score" students for targeted improvements.<br><br>More timely state test results to analyze the gaps in instruction and evaluate programming. |

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| | | Utilizing the interim ELA assessment results to impact the same year state test results |
| O. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments? | Not currently | Current State:  In tandem with the district goals, South High will decrease the number of students scoring at Level 1 or Level 2 in math by 17% by 2027. The number of students scoring at Level 1 or Level 2 in ELA will be reduced by 11% by 2027. The number of students achieving higher than Level 1 or Level 2 will increase by 7% by 2027. These improvements are intended to meet or exceed state rates by 2027.<br><br>ELA & Math state assessment scores from 8th grade have been provided to target "bubble students" for further intervention.<br><br>PLCs are examining tier 1, 2, & 3 strategies and interventions that are currently in place.<br>Desired State:<br>Analyze tier 1 instruction and best-practice strategies to increase student skills and comprehension. (Visible Learning)<br><br>Higher levels of rigor and complexity integrated into instruction and common assessments. |

| Section 2: State Board of Education Outcomes | Response | Description |
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| A. How is social/emotional growth being measured? | November 16, 2023 | Current Status:<br>Teachers, Counselors, Social Worker, and Administrator observations are incorporated into identifying students with social-emotional needs and |

| | Tier 2: 12%<br>Tier 3: 6% | growth. Weekly grade-level meetings between administration and counselors to review student attendance, grades, discipline, and other risk factors. Bi-monthly student support team meetings that include administration, counselors, social workers, and educational psychologists to team students.<br><br>Clear criteria developed for each SEL Tier of Support and using that criteria to monitor student movement among tiers of support in order to maximize resources during the school day.<br><br>Desired State: Maintain or decrease the number of students within Tier 2 and Tier 3 of SEL support. Refining movement between the SEL tiers. |
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| B. What are the targets/goals related to social/emotional growth? | | Current Status: The South High goals for social-emotional growth begin with effective identification of students with moderate or high risk needs and in need of social-emotional support. ESSER funding provided an additional social worker to supplement support services (individual and group contact) for students with additional needs.<br><br>Additionally, identified students may be placed in a P4S (Partners for Success) class in which the curriculum supports social-emotional skills such as coping skills and determination. ESSER funding has allowed for an additional intervention teacher who provides TeenBuilder classes that support social-emotional skills such as perseverance and leadership |

|  |  | as part of the goals for increasing social-emotional growth.

We have identified criteria for social emotional support and are developing targeted tiered interventions with research proven resources to promote social-emotional growth.

We have developed ELO programming which focuses on increasing student capacity for interpersonal and intrapersonal SE skills.

Desired State:
In conjunction with district goals, South High students will have the social-emotional skills to succeed, as measured by a decrease in discipline behaviors by 15% by 2027.

Building goal, increase student involvement in sports, clubs, and activities at SHS by 5% by May 22, 2024.

Maintain a social worker position to meet the social emotional needs of our students. The social worker can monitor the tiers of SEL intervention to decrease our chronic absenteeism, increase graduation rate, and overall academic success. |
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| C. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners) |  | N/A |
| D. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners) |  | N/A |

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| E. How are successes of Individual Plans of Study being measured? | | Current Status: Completion of Xello (the platform we use for IPS) activities is monitored within ELO classes, as well as activities integrated into curricular coursework (i.e., resumes). Student and parent communication concerning IPS and four-year course plan demonstrate success. Additionally, Career and Technical Education pathway participation and completion are indicators of effective Individual Plans of Study. Dual and concurrent collegiate credit enrollment indicate student planning.<br><br>Desired State: Parents and students are committed and invested in making the IPS a living document as measured by attendance at the College and Career Ready Conferences in February.<br><br>A dedicated staff as School to Career Coordinator to plan, monitor, and facilitate IPS and career focused activities. |
| F. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12) | | Current Status: Incorporation of dual and concurrent credit opportunities with post-secondary institutions. CTE coursework and industry certification opportunities are provided by Salina Area Technical College. ACT preparation classes are provided to promote student enrollment in post-secondary institutions.<br><br>Desired State: Expand the post-secondary completion definition to include internships leading to employment, certifications, etc. |

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| | | South High will increase the five-year success rate by 5.5% to meet or exceed the state rates. |
| G. How are you ensuring students are civically engaged? | | Current Status: Opportunities are provided for students to engage in community service. Clubs and organizations incorporate fundraising and support for local needs. Classroom opportunities for civic engagement in the community are offered in English, Art, Theatre, and Publications classes.<br><br>Our students are partnering with Big Brothers Big Sisters to mentor students at South Middle School.<br><br>Culinary students partner with Downtown Salina and other organizations to provide their services to the community.<br><br>Desired State: Expected and required civic engagement and community service activities. Provide resources, transportation, and/or monetary support to provide students the ability to engage in opportunities as part of the curriculum.<br><br>Incorporate civic engagement into ELO through a planned needs curriculum. All club sponsors are paid to provide outside of school project engagement to serve the community. Public recognition for volunteer service.<br><br>A dedicated staff as School to Career Coordinator to plan, monitor, and facilitate civic engagement activities and post-secondary assets. |

| Section 3: Curriculum Needs | Response | Description |
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| A. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? | | Current State: After-school credit recovery and Summer School and ESY for special education are provided. Credit recovery classes are held after school for students who need to recover credits required for graduation (ESL and Special Education para support is provided with ESSER funds). ELO class period allows for assignment completion, IPS curriculum, relationship building, Social-Emotional screening, etc.<br><br>Summer School is available for credit recovery, driver's education, and extended classroom opportunities. Summer School programs were enhanced through ESSER funds.<br><br>Writing lab and math lab are available during the ELO block and include peer and teacher tutoring. Additionally, tutoring and enrichment classes add opportunities for extended learning.<br><br>Desired State: Adding electives (Art, Physical Education, Photography, Fabrics, life skills, etc.) to Summer School.<br><br>Maintain after school credit recovery.<br><br>A common planning time for freshmen teachers to intervene academically early in their high school career. To prevent failure in graduation required courses. |

| B. Are there appropriate and adequate instructional materials? | Partial | Current State: Materials are on a rotation and evaluated based on curricular needs. Resource allocation is based on funding. Technology is available for all students and is used to access curricular resources (online textbooks, Google Classroom, etc.).<br><br>Visible Learning will provide opportunities for professional development related to differentiate instruction that are based on research and effect size.<br><br>Desired State:  Curriculum Academies for all content areas and Special Education attendance at these work sessions to be included on curriculum work and understanding of resources available. There are several content areas where standards have changed and curriculum hasn't yet adjusted. Curriculum in modified courses does not always align to standards. |
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| C. Is current technology appropriate? If no, what technology is needed to support the curriculum? | Yes | Current State: Students are provided with one-to-one technology as well as specialized classroom technology. All technology is continually evaluated to maintain accessibility and optimal usability. Very few students do not have access to technology outside of the building. Special needs students have adaptive technology for speaking, reading, and visual impairments.<br><br>Desired State: Technology training for subs and paras is needed.<br><br>Professional development for our teachers regarding AI and the ways it can help teachers become more |

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| | | efficient as well as how to spot AI in student products and teach students how to use AI responsibly.<br><br>Replace docking stations so teachers have daily and reliable access to curriculum resources. |

| Section 4: Educational Capacities<br>(pursuant to K.S.A .72-3218) | Response | Description |
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| A. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grades 10-12) | Yes | South High School provides courses to meet all State Board of Education graduation requirements. |
| 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. | Yes | Current Status: The expectation of the building-wide writing initiative is that all classes incorporate writing across the curriculum. Speech is a requirement for graduation and oral communication is integrated across the curriculum with presentations and discussion.<br><br>Desired State: High level oral and written communication skills are integrated into every class. Updated curricular materials in speech are necessary to address changing complexity in communication.<br><br>Implementation of the fifth-year of the writing initiative with the goal of improving writing instruction and student proficiency in communication skills. |

| 2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices. | Yes | Current Status: Graduation requirements include courses that focus on economic, social, and political systems. Students are provided multiple perspectives and are assessed for understanding of the systems.<br><br>Desired State: Identify and integrate areas of deficiency on course requirements such as geography in order to reflect information on assessments. Address noted gaps in terms of vertical and horizontal alignment in social studies K-12 curriculum. Provide professional development and resources for developing appropriate differentiated instruction. Integrate PBL activities that include interpretation and critical thinking in terms of social systems. |
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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 | Current Status: Required Social Studies courses introduce and provide information concerning local, State, and federal government levels.<br><br>Desired State: Students participate in community government processes. Cross-curricular experiences for students to prepare for participation in citizenship. Professional development and resources are needed to provide sufficient instruction in citizenship. |
| 4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness. | Yes | Current Status: Health, including aspects of mental health, is integrated into the Physical Education curriculum. Additionally, mental health supports are available through counselors and social workers as individual support services. There is a community partnership with mental health providers to address student needs at the school level. |

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| | | Desired State: Added research-based curriculum for support courses such as Partners for Success (P4S) and Tier 1 instruction in ELO.<br><br>Mental health screening should include student input (currently restricted by legislation). Maintain the Social Worker position for continued mental health support for students.<br><br>Establish a self-reporting online form for students who are struggling and need additional support. |
| 5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. | Partial | Current Status: A variety of fine arts courses including music, graphic design, sculpture, etc., are available in the schedule, all of which include some investigation of cultural and historical heritage.<br><br>Partners in Education Across Kansas (PEAK) goals are to create culturally relevant, diverse, and engaging learning experiences using arts integration and social emotional learning activities.<br><br>Desired State: More teachers would be necessary to provide additional arts and fine arts courses in the schedule. Enhanced cultural curriculum would require additional professional development and curriculum planning time for fine arts teachers. This would provide additional advanced art opportunities for upper-level art students. Curriculum resources for art are needed to provide cultural and historical materials and information and provide resources to PLCs for better collaboration. |

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| 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 | Current Status: Students are provided opportunities for internships in a variety of fields including education, culinary arts, business, CNA/CMA, and Fire Science as well as CTE pathway coursework in medical investigations and industrial arts with partnerships with SATC and K-State PolyCats. Xello provides yearly updates on vocational opportunities including options up to earning an associate's degree.<br><br>Desired State: Increase opportunities for post-secondary credentials. A School to Career Coordinator would help provide additional internships within the community. Also, it would help students explore at a deeper level their career pathways. |
| 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. | Yes | Current Status: South offers a variety of advanced, AP, concurrent and dual credit academic courses to prepare students for post-secondary success. CTE pathway courses within the building as well as partnerships with the technical college provide skills that allow students to be competitive in the job market.<br><br>Desired State: Focus should be less on AP coursework and more toward dual and concurrent credit. Additionally, provide more opportunities for scholarships. |

| Section 5: Staff Needs | Response | Description |
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| 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 | No | Current Status: Due to certified staffing shortages, the certified teaching position in industrial arts is unfilled at this time. In order to meet the needs of students |

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| educator who is certified in the content area being taught in said classroom, and meet the goals of the school? | | within the schedule, overloads and larger class sizes are necessary to offer courses.<br><br>There is a shortage in classified staff as well. The lack of paraeducators in special education; 5 interrelated and 10 vocational paraeducators limited the number of class within a class and instructional support classes. This issue affects the flexibility and compliance in terms of Individual Education Plans and specialized instruction.<br><br>Desired State: Due to increases in social-emotional needs, lack of self-regulation skills, and a lack of self-efficacy, an additional administrator is needed to timely execute re-teaching and support students overall.<br><br>Retaining and filling current staffing levels is necessary to provide students with appropriate learning and support. Maintaining a full time building substitute will help to fill in the staffing gaps and help retain current staff. |
| B. How many classified support staff are currently employed? | | Current Status: **(Total Staff - 56)** Clerical Staff - 10, Paraprofessional Staff - 21, Classified Support Staff - 2, Bilingual Assistants - 2, Custodial Staff - 11, Nutrition Staff - 12 |
| C. How many classified support staff are needed? | | Additional needed staff: Paraeducators - 15<br><br>**Total - 15 additional classified staff** |
| D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.? | Partial | Current Status: Counselors - 5, Social Workers - 2 (1 ESSER Funded), Nurse - 1 (Health Aide factored in |

| | | Classified support staff), Special Support - 2, School Psychologist - 1 (adequate at this time), Interventionist - 1 (ESSER Funded)<br><br>Desired State: Maintain social worker currently funded by ESSER. |
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| E. Are principals & other key staff trained to provide instructional leadership and professional development to teachers? | Partial | Current Status: Administration is provided in-service and professional development in curriculum and instruction as well as policy and practice.<br><br>Desired State: District provision of professional development for administration/key teachers in order to provide consistent delivery to teachers. |
| F. What staff development is necessary for teachers to support student success and meet the school improvement goals? | | Current Status: Staff development includes Social-Emotional (Belonging), curriculum design (differentiation, project-based learning and instruction, visible learning, classroom management, assessment data review and root cause analysis, etc.). There are 4.5 days (36 hours) of scheduled in-service during the teacher contract year.<br>Desired State: Additional opportunities for ongoing professional development and in-service time for collaboration.<br><br>A school to career coordinator would help students meet their post-secondary goals and new graduation requirements that begin with the class of 2028. |

| Section 6: Facility Needs | Response | Description |
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| A. Is there adequate space for student learning? | Yes | Current Status: Recently constructed facility provides adequate space for classes. Flexibility in building design allows for adaptations with use.<br><br>Desired State: Furniture requirements should be based on enrollment, which has increased. Items such as tables and chairs are needed for each classroom with enrollment increases. Budgets for facility and custodial resources within the building are mirrored at the high schools; however, the needs are greater where more students are enrolled. |
| B. Are there necessary repairs and/or adjustments to the existing space that need to be made? | Yes | Current Status: Roofing issues with leaks, continuous monitoring, additional connections for business classrooms to accommodate computers, parking lot repair, theater curtain replacement.<br><br>Desired State: Theater carpet replacement and stage backdrop replacement. Parking lot repair for the back parking lot and parking area in front of the attendance office.<br><br>A football dressing facility for our team to increase involvement numbers, a sense of belonging, student safety both physically and social emotionally. Also, improvements to our football practice field for the physical safety of our students.<br><br>Additional cameras in various areas inside and outside of the facility for student safety and supervision. (Federal Grant?) |

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| C. Are additional School Buses needed or any additional Routes needed? | Yes | Current Status: Recently added after school transportation for credit recovery (ESSER Funding) as needed.<br><br>Desired State: Continue after school transportation funding for students enrolled in credit recovery. |

| Section 7: Family Needs/Community Relations | Response | Description |
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| A. Do you have regular events to engage parents with teachers? | Yes | Current state: Monthly site council meetings. Parent/Teacher Conferences are held once each semester. An open House is scheduled in August each year. Activities and Athletics events allow for connection to coaches and faculty. Student recognition events; NHS induction, Senior Awards, and graduation provide opportunities to connect with parents. Counselors provide scholarship nights, financial aid nights, 8th grade informational meeting,<br><br>Desired State: Additional parent outreach opportunities:<br>Drug and nicotine cessation seminars<br>Art or fine art showcases<br>Student/parent enrollment conferences<br>College/workforce fair in conjunction with February conferences |
| 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? | | Current state: USD 305 provides parent education opportunities such as drug & alcohol prevention, Handling Upset - Adult First Mindset Shift, and conscious discipline. |

| | | Desired state: Utilizing social media to provide awareness of issues facing students such as: Vaping, attendance, dual credit options, etc. |
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| C. Do you have an active Site Council? | Yes | Current Status: The Site council has 16 members including teacher representatives, parents, and community members. The Site Council meets six times throughout the year. Topics include state assessment data, policy updates, recognitions, budget, resource allocation, curriculum initiatives, community connections and feedback, etc.<br><br>Desired State: More engagement from site council membership (not all are active in council activities). Site council needs to partner with other entities such as booster club and StuCo to design activities for staff wellness, family engagement, and student leadership. |
| D. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? | Yes | Current Status: The booster club has been active and has sponsored a variety of events for students and community members including a student picnic at the park, staff and parent open house meal, halftime activities for student fans at athletic events, family tailgating before football games, sponsored soccer state playoff run, SHS Cougar gear sales, giveaways, etc. Increased parent membership and involvement across all seasons of sports.<br><br>Desired State: Explore the opportunities to establish a PTO to provide additional supports within the classroom, school volunteers, staff support, and academic, attendance, and student recognition programs. |

| E. What types of communication exists with families? Is it adequate? | | Current Status: School website is continually updated. School newsletter is sent out monthly. Email communications are utilized as well as Skyward and Skylert text messaging. Progress reports, grade cards, absenteeism and discipline communication are provided via mail and email. Individual parent/teacher communication provided via phone or email. Parent Skyward access allows for parents to monitor student grades and progress. Facebook and Twitter are updated daily and weekly.<br><br>Desired State: Provide even more robust two-way communication with families via direct and positive communication media. |
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| F. What types of communication/social media exists with your community? Is it adequate? | Yes | Current state: There are a variety of social media sites (district and school website, Facebook, Twitter, Instagram, etc.) in which information is provided by teachers, departments, athletics, activities, and administration. External social media (online news outlets) provide additional communication from the district and school, informing the community concerning school news and events.<br><br>Desired state: Broadcast equipment and lab would be installed and fully functional. This would allow our students to create weekly broadcasts that could be publicized on our website and social media avenues. This would also provide real world experience for students who want to enter the field. |

| Section 8: School Data | Response | Description |
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| A. Building Attendance Rate | | Provided by district with State data. |
| B. Building Chronic Absenteeism Rate | 28.33% | Current State: Implementation of chronic absenteeism identification and support with administration and counselors. Processes in place for additional intervention.<br><br>Weekly counselor and administrator meetings to develop an action plan for students who are chronically absent. From the action plan SIT meetings occur for students who are at the Tier 3 level of chronic absenteeism. Students at this level of concern are brought to our Student Support Team meetings. Students who do not respond to the SIT team meeting or Student Support Team interventions are then referred to the district attendance support or truancy court.<br><br>A reduction of 10% has already occurred from week 15 of 2022 (31.44%) to Week 15 of 2023 (28.19%).<br><br>Desired State: A goal for a reduction of 5% in students chronically absent in order to meet or exceed the State goal of 25.4%.<br><br>Maintain a School Social Worker to support our chronic absenteeism efforts. |
| C. District Chronic Absenteeism Rate | 32.76% | District May 2023 will be updated January 2024 |
| D. District Graduation Rate | 82.7% | 5-year cohort |
| E. District Dropout Rate | | |
|     1. What is our building graduation rate | 90.1% | 5-year cohort - 87.9% |
|     2. What is our building dropout rate? | 2.5% | |

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| 3. What is our average comprehensive ACT score? | 20.0 | Mean Score Comprehensive |

| Section 9: Other Data | Response | Description |
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| A. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues? | | Current State<br>● Student Motivation<br>● Student Leadership<br>● Student Engagement<br>● Community Connections<br><br>Desired State: Adults need to be committed to investing time in leading students. Funding and resources are necessary for supplemental pay for planning, facilitating, and supervising activities. |
| 1. Can these be achieved with additional resources? | Yes | Resources would be a benefit to initiate, plan, facilitate, and supervise activities focusing on student motivation and leadership. |
| 2. Why or why not? | | Funding needs to be maintained to provide opportunities for student and family engagement. Funding needs to be maintained for staff to sponsor additional club and activity opportunities for students based on student interest survey. Staff and resources are necessary to provide services and support in order to overcome existing barriers. |
| B. Additional building unique items: | Yes | Priority List<br>1) Roving substitute is needed to retain current staff and enhance staff morale. Also, with the current lack of substitutes available outside of the district it is crucial we maintain the roving substitute. |

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| | | 2) Maintain campus supervisor. His presence is integral in addressing our district social emotional goal i.e. discipline. |
| | | 3) A football locker room and practice facility that meets our student needs. A sense of school pride, ownership, belonging, student safety both physically and social emotionally. |
| | | 4) Maintain a school social worker to address student social emotional needs and Tier 3 intervention strategies. |
| | | 5) Additional cameras need to be added to the building both inside and outside of the facility. This would help in the supervision and safety of our students and building. |
| | | 6) Hiring a school to career coordinator would help meet new graduation requirements, community partnerships, volunteer opportunities, chronic absenteeism. This person could also act in an assistant principal role to aid our current assistants in being more active participants in the instructional process specifically related to visible learning. |
| | | 7) Hire an additional assistant principal. This would allow our assistant principals the time to evaluate teachers, handle discipline, and take on additional instructional roles within the building. Each assistant principal is currently at a 1:520 ratio. |

| Section 10: Building Barriers Statement | Response | Description |
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| A. The barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment. | | Establishing and communicating significance and value of assessments to students is essential to increasing performance levels.<br><br>Student attendance is a barrier to mastery of standards.<br><br>Identifying current levels and gaps in skills is the foundation for improving instruction.<br><br>Setting goals for students and teachers is essential to impacting levels of proficiency and mastery of skills.<br><br>Curriculum for all students needs to be aligned to standards (specifically in the area of special education). |