

# BUILDING NEEDS ASSESSMENT



## 2022-2023 Building Needs Assessment for 2023-2024 Budget Considerations

Building Central High School

Grades Served 9-12

Section 1: Student Needs	Response	Description
A. Student Headcount	1,008	
B. Percentage of students with an active IEP	21.8%	
C. Percentage of students enrolled in English Language Learner (ELL) services	2.22%	
D. Percentage of students identified as At-Risk (Free lunch)?	56.5%	
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	Current state: We have assessments to measure reading growth.

		Desired state: The English teachers would like access to Kansas State Assessments.
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 would like access to a student growth tool.</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>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><b><u>Social Studies:</u></b> 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><b><u>Science:</u></b> Multiple opportunities to master objectives through guided practice, labs, and assessments. Reading, developing, and analyzing graphical data.</p> <p><b><u>Math:</u></b> Review main topics from Geometry and Algebra 1 to prepare for the state assessment.</p>

		<p><b>Foreign Languages:</b> Multiple choice assessments and interpretation of content to help with critical thinking skills.</p> <p><b>English:</b> 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.</p> <p><b>Fine Arts:</b> Improving attendance when students are driven with anxiety; anxiety-reducing activities are incorporated. An outlet for the creative process is initiated and encouraged. Reflection and self-evaluation activities are created and facilitated, communication skills are enhanced, and immediate feedback is provided. Discipline, commitment to school, life and soft skills, teamwork, and perseverance are also developed.</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 increase higher-level thinking questions to match the state assessments. Teaching staff also increase content complexity to help increase students' critical thinking skills.</p> <p>At this time, we are beginning to work on school-wide targeted interventions to increase performance levels on state assessments.</p>

Section 2: State Board of Education Outcomes	Response	Description
A. How is social/emotional growth being measured?		The district has adopted the SAEBRS screener.
B. What are the targets/goals related to social/emotional growth?		We are examining data and developing a tiered system of support for social-emotional needs. This tiered system includes examining which students are also chronically absent from school.
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?		We individually track students to see if they are completing their Individual Plans of Study.
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?		The Social Studies curriculum is designed to give the students the skills they need to be civically engaged students. CTE provides internships, volunteer opportunities.

Section 3: Curriculum Needs	Response	Description
A. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		We offer credit recovery to students after school and during the day. The district also offers a summer program for both credit acquisition and recovery. With ESSER funds we have more of these opportunities, while these funds last.
B. Are there appropriate and adequate instructional materials?		<b>Math, Social Studies, and Science</b> departments believe they have the instructional materials needed.

	<p>Their current budget allows them to purchase materials as needed.</p> <p><b>Foreign Language:</b> Classrooms have recently adopted new materials and the English department is currently working on a new curriculum adoption in hopes it will provide the resources they need.</p> <p><b>CTE:</b> Across the board, we need a bigger budget because we are currently cutting activities to fit within our budget.</p> <p><b>Business/Media:</b> We would still like updated materials for computer apps.</p> <p><b>SPED:</b> It is hard to find materials for students that are lower level.</p>
<p>C. Is current technology appropriate? If no, what technology is needed to support the curriculum?</p>	<p><b>Social Studies:</b> We feel like our technology is adequate, but better options exist.</p> <p><b>CTE:</b> Yes; however, we need to make sure we are keeping it updated.</p> <p><b>Science:</b> Need access to yearly membership to online resources (NSTA and NGSS)-Elementary, Middle, and High.</p> <p><b>Math:</b> Laptop batteries don't last. Need Chromebook chargers that work for students' current Chromebooks.</p>

		<p><b>Business/Media:</b> Computer apps software needs to be updated. We need a budget for yearbook cameras/camcorders.</p> <p><b>Languages:</b> Yes, as long as students keep their part of proper computer use and maintenance.</p> <p><b>English:</b> Seniors' Chromebooks are slow. Would like access to some subscription-based online resources; i.e., Turnitin, No Red Ink, Quill.</p> <p><b>SPED:</b> Current technology is appropriate.</p>
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<b>Section 4: Educational Capacities (pursuant to K.S.A .72-3218)</b>	<b>Response</b>	<b>Description</b>
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	Central 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.	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</p>

		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.
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>
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	<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>CHS has a full-time social worker in the building that is funded by the ESSER funds and the Mental Health Intervention Team grant. This social worker is our behavioral liaison and works directly with our staff and the local mental health center.</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 that 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>Desired state: Continue doing what we're doing in Health, conditioning, PE, and Personal Fitness. Use of ELO and counseling staff to address these. Find funding for two full-time social workers/behavioral liaisons at our building.</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 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</p>



		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.
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	<p>Current state: We offer courses for varying ability levels—Advanced Placement, advanced, grade-level, Class within a Class, 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>

<b>Section 5: Staff Needs</b>	<b>Response</b>	<b>Description</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?	No	<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 supports (peer mentoring, Spanish speaking paras/staff) for ESL.</p>
B. How many classified support staff are currently employed?		21 total: we have 13 classified and 8 paraprofessionals.
C. How many classified support staff are needed?		Currently, we need 1 classified staff member and 6 paraprofessionals. Whenever we have a classified or

		paraprofessional opening we struggle to get quality applicants to fill these positions.
D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Due to ESSER funding, we have been able to hire a building social worker. However, when this funding goes away we are concerned we will not be able to meet the needs of students.
E. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Principals and staff provide successful professional development. The district needs to provide training in major district initiatives, such as Project Based Learning to ensure principals can support teachers with these initiatives.  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 to get staff trained in Problem-Based Learning (PBL) so they are better prepared to differentiate instruction to meet the abilities of all students.

<b>Section 6: Facility Needs</b>	<b>Response</b>	<b>Description</b>
A. Is there adequate space for student learning?	Yes	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.  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><u>CTE:</u></b> Some class sizes are too large for the content that is taught. The Ag classroom needs a better environment for learning. The classroom is too close to the metal shop and students cannot hear the teacher or focus during testing.</p>
<p>B. Are there necessary repairs and/or adjustments to the existing space that need to be made?</p>	<p>Yes</p>	<p>The PA system does not work throughout the building.</p> <p>Whiteboard doors are broken in some rooms.</p> <p><b><u>CTE:</u></b> Repairs are completed in a timely manner. Nothing needs to be done currently in CTE.</p> <p><b><u>Science:</u></b> Ventilation system varies. The cabinets do not lock. The caulking is not complete.</p> <p><b><u>Math:</u></b> Air circulation/HVAC issues. The ceiling has issues in the Math Department closet.</p> <p><b><u>Business/Media:</u></b> Air circulation/HVAC issues are very inconsistent.</p> <p><b><u>Languages:</u></b> We have adequate support when repairs are needed.</p> <p><b><u>English:</u></b> Inconsistent temperatures; otherwise, everything is always addressed in a timely manner.</p> <p><b><u>SPED:</u></b> 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.
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<b>Section 7: Family Needs/Community Relations</b>	<b>Response</b>	<b>Description</b>
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 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 a booster club. 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.

<b>Section 8: School Data</b>	<b>Response</b>	<b>Description</b>
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	85.0	2021 report card
2. What is our building dropout rate?	3.9	2021 report card
3. What is our average comprehensive ACT score?	19.5	

Section 9: Other Data	Response	Description
<p>A. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?</p>		<p>We need an increase in ESL staffing to support ESL learners in the high school environment.</p> <p>We need to increase the amount of classified support staff for classrooms.</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>We need more certified staff to help reduce class sizes and offer more course options for students. Additional staffing at South High would help Central High because we share students between the two high schools.</p> <p>The PE/Health departments could use additional equipment (treadmills, bikes) to offer additional courses/opportunities for students. If the equipment is added, we will have to adjust our current usage of space to utilize the equipment.</p>

		<p>We could use updated media equipment and additional Chromebooks/chargers to loan students.</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 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>
1. Can these be achieved with additional resources?		Yes.
2. Why or why not?		Many of the items above can be addressed with additional funds. Some of the items/programs were cut to address budget issues and could lead to additional cuts when the ESSER funds go away.
B. Additional building unique items:		<p>The Performance-Based Diploma program at CHS benefits students that need credit recovery and/or non-traditional learning options. This program could benefit from a location without the traditional bell schedule of the main building. This would also provide additional flexibility to the program.</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>

Section 10: Building Barriers Statement	Response	Description
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<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>Students would need to enter the building on grade level and attend school daily with a focus on learning.</p> <p>Possible solution to help overcome barriers:</p> <p>Adjust the bell schedule so students have math, science, and world language daily. We discussed how a modified block schedule would be beneficial for these departments.</p> <p>Or, adjust the bell schedule to 7 classes instead of 8. This would help students pass their classes and possibly receive instruction daily to maximize retention of content.</p>
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