

# BUILDING NEEDS ASSESSMENT



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

Building South High School

Grades Served

9-12

Section 1: Student Needs	Response	Description
A. Student Headcount	1102	September total headcount
B. Percentage of students with an active IEP	20.05%	IEP Headcount - 227
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)?	41.74%	460 Students
E. Pupil-teacher ratio average	15.23	
F. Pupil-teacher ratio median	14.94	
G. Are the needs of foster care students being met? If not, what supports are needed?	Yes	<p>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.</p> <p>Desired State: Consistent educational programming to ensure educational growth especially for short term placements.</p>
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. 55% of Hispanic students were at

		<p>Level 1 compared to 28% of non-Hispanic students; 32% of Hispanic students at Level 2 compared to 39% of non-Hispanic students; 13% of Hispanic students at Level 3 compared to 27% of non-Hispanic students; and 0% of Hispanic students at Level 4 compared to 6% of non-Hispanic students.</p> <p>The comparison for non-white and white students reflects the following gaps in performance: 31% of non-white students were at Level 1 compared to 37% of white students; 42% of non-white students at Level 2 compared to 37% of white students; 27% of non-white students at Level 3 compared to 22% of white students; and 0% of non-white students at Level 4 compared to 5% of white students.</p> <p>In math the following gaps exist: 52.51% of non-white students were at Level 1 compared to 38.21% of white students; 19.42% of non-white students at Level 2 compared to 42.67% of white students; 25% of non-white students at Level 3 compared to 19% of white students; and 2.15% of non-white students at Level 4 compared to 7% of white students.</p> <p>There are significant gaps in achievement in math by race.</p>
<p>I. Is there a tiered system of support to target reading growth?</p>	<p>Yes</p>	<p>Current Status: Tier 2 and Tier 3 interventions include specific reading intervention courses (three levels) that are provided for students with proficiency gaps in reading as identified by reading assessments. Special education services include reading support via</p>

		<p>specially designed instruction in modified core-curriculum classes. Tier 1 interventions include differentiation within classroom instruction.</p> <p>Desired State: Additional Tier 1 and Tier 2 supports for students scoring at a high-risk level on FastBridge aReading assessments. 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.</p>
<p>J. Is there a tiered system of support to target math growth?</p>	<p>Yes</p>	<p>Current Status: Addition of Fundamentals of Algebra to address students with math skill deficits. 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.</p> <p>Desired State: Additional support for students scoring at an at-risk or below grade-level in math as identified by FastBridge aMath assessment or another screening tool. Differentiation at the classroom level (resources would be required). The addition of a math teacher to provide scheduled RTI and math labs. A math interventionist to support integration of math across the curriculum. Professional development in conjunction with prescribed curriculum.</p>
<p>K. Are there local assessments to measure reading growth?</p>	<p>Yes</p>	<p>Current Status: FastBridge aReading/Dyslexia Screening and BAS testing are used for reading assessment.</p>

		Desired State: Common assessments focused on reading. Consistent use of reading test for comparable data. Staff training on reading data.
L. Are there local assessments to measure math growth?	Yes	<p>Current State: Local common assessments are used, as are McGraw Hill Illustrative Mathematics resources for Algebra 1 and Geometry curriculum and National Geographic Cengage Big Ideas Math For Algebra 2 curriculum.</p> <p>Desired State: FastBridge aMath; consistent PLC data analysis and integration in planning</p>
M. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Partial	<p>Current Status: Tutoring and Writing labs are available during ELO time. 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. Additional enrichment opportunities such as field trips, gifted, Scholar's Bowl, guest speakers, etc.</p> <p>Desired State: Similar programs to Central and their feeder schools such as The City tutoring and mentorship programs. Additional staffing is needed for RTI classes within the master schedule. Summer school could provide high interest electives and/or additional courses in addition to credit recovery.</p>
N. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		Current Status: Writing initiative with writing across the curriculum (five year writing improvement plan--currently in year three). Math and writing tutorial programs via ELO. ELA teachers are administering KS interim assessments in order to determine areas of need within the curriculum.

		<p>Currently, the school is integrating McGraw Hill Illustrative and Cengage Big Ideas new mathematics curriculum and resources into all math classes. ACT preparation is provided in summer school, as well as identifying strategies to prepare students for state assessment questions in terms of format and process are integrated into coursework.</p> <p>Desired State: Professional development for math and reading for all teachers to differentiate Tier 1 interventions and specialized instruction. State assessments are a clearly communicated priority in the school and school community.</p>
<p>O. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</p>	<p>Not currently</p>	<p>Current State: Some classrooms have integrated ACT and state assessment model questions into daily practice.</p> <p>Desired State: Higher levels of rigor and complexity integrated into instruction and common assessments. 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.</p>

Section 2: State Board of Education Outcomes	Response	Description
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<p>A. How is social/emotional growth being measured?</p>		<p>Current Status: SAEBRS screening tool is utilized three times per year. Teacher, Counselor, Social Worker, and Administrator observations are incorporated into identifying students with social-emotional needs and growth. (Due to legislation restricting non-academic surveys, student self-reporting is not currently utilized.) Weekly grade-level meetings between administration and counselors to review student attendance, grades, discipline, and other risk factors. Monthly student support team meetings that include administration, counselors, social workers, and educational psychologists.</p>
<p>B. What are the targets/goals related to social/emotional growth?</p>		<p>Current Status: The South High goals for social-emotional growth begin with effective identification of students with moderate or high risk 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.</p> <p>Additionally, identified students may be placed in a P4S (Project 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.</p>

		<p>Desired State: Develop targeted tiered interventions with research proven resources to promote social-emotional growth.</p> <p>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.</p>
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
E. How are successes of Individual Plans of Study being measured?		<p>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.</p> <p>Desired State: Parents and students are committed and invested in making the IPS a living document.</p>
F. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		<p>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</p>

		<p>promote student enrollment in post-secondary institutions.</p> <p>Desired State: Expand the post-secondary completion definition to include internships leading to employment, certifications, etc.</p> <p>South High will increase the five-year success rate by 5.5% to meet or exceed the state rates.</p>
<p>G. How are you ensuring students are civically engaged?</p>		<p>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 Art, Theatre, and Publications classes.</p> <p>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. Incorporate civic engagement into ELO through a planned needs curriculum. PBL Lessons school-wide that focus on civics. Club sponsors are paid to provide outside of school project engagement to serve the community. Public recognition for volunteer service.</p>

<b>Section 3: Curriculum Needs</b>	<b>Response</b>	<b>Description</b>
<p>A. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</p>		<p>Current State: After-school credit recovery and Summer School and ESY for special education are provided. Credit recovery classes are held after school</p>



		<p>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. Summer School is available for credit recovery, driver's education, and extended classroom opportunities. Summer School programs were enhanced through ESSER funds. 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.</p> <p>Desired State: Adding electives (Art, Physical Education, Photography, Fabrics, life skills, etc.) to Summer School.</p>
<p>B. Are there appropriate and adequate instructional materials?</p>	<p>Partial</p>	<p>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.).</p> <p>Desired State: More training and resources for differentiated instruction as indicated in our staff feedback from 1/3/2023. Art textbooks would benefit curriculum development and planning.</p>
<p>C. Is current technology appropriate? If no, what technology is needed to support the curriculum?</p>	<p>Yes</p>	<p>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</p>

		<p>the building. Special needs students have adaptive technology for speaking, reading, and visual impairments.</p> <p>Desired State: Technology training for subs and paras is needed. Additional adaptive or specialized technology is needed for students with other needs.</p>
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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 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	<p>Current Status: We are in the fourth year of the five-year writing initiative and the goal is to improve writing instruction and student proficiency in communication skills. The expectation of the 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.</p> <p>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.</p>

<p>2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.</p>	<p>Yes</p>	<p>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.</p> <p>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.</p>
<p>3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.</p>	<p>Yes</p>	<p>Current Status: Required Social Studies courses introduce and provide information concerning local, State, and federal government levels.</p> <p>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.</p>
<p>4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.</p>	<p>Yes</p>	<p>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.</p>

		<p>Desired State: Added research-based curriculum for support courses such as Partners for Success (P4S) and TeenBuilders. Mental health screening should include student input (currently restricted by legislation). Enhanced programs for mental health support in the school need to be funded (ESSER Funds for Social Worker will expire).</p>
<p>5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.</p>	<p>Partial</p>	<p>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.</p> <p>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. Curriculum resources (textbooks) for art are needed to provide cultural and historical materials and information and provide resources to PLCs for better collaboration.</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>Yes</p>	<p>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.</p> <p>Desired State: Increase opportunities for post-secondary credentials.</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 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.</p> <p>Desired State: Focus should be less on AP coursework and more toward dual and concurrent credit. Additionally, provide more opportunities for scholarships.</p>
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<p><b>Section 5: Staff Needs</b></p>	<p><b>Response</b></p>	<p><b>Description</b></p>
<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>Current Status: Due to certified staffing shortages, certified teaching positions in Spanish, industrial arts, and mathematics are unfilled at this time. In order to meet the needs of students within the schedule, overloads and larger class sizes are necessary to offer courses.</p> <p>There is a shortage in classified staff as well. The lack of paraprofessionals and bilingual assistants significantly limits scheduling of class within a class and instructional support classes. This issue affects the flexibility and compliance in terms of Individual Education Plans.</p> <p>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</p>

		<p>timely execute re-teaching and support students overall.</p> <p>Retaining and filling current staffing levels is necessary to provide students with appropriate learning and support.</p>
B. How many classified support staff are currently employed?		Current Status: <b>(Total Staff - 56)</b> 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: Paraprofessionals - 13, Custodial Staff – 3, Bilingual Assistants - 1 <b>Total - 13 additional classified staff</b>
D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Partial	<p>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)</p> <p>Desired State: Fully-funded positions previously paid for by ESSER funding.</p>
E. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Partial	<p>Current Status: Administration is provided in-service and professional development in curriculum and instruction as well as policy and practice.</p> <p>Desired State: District provision of professional development for administration/key teachers in order to provide consistent delivery to teachers.</p>
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

		<p>instruction, standards-based grading, 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.</p> <p>Desired State: Additional opportunities for ongoing professional development and in-service time for collaboration.</p>
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<b>Section 6: Facility Needs</b>	<b>Response</b>	<b>Description</b>
<p>A. Is there adequate space for student learning?</p>		<p>Current Status: Recently constructed facility provides adequate space for classes. Flexibility in building design allows for adaptations with use.</p> <p>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.</p>
<p>B. Are there necessary repairs and/or adjustments to the existing space that need to be made?</p>		<p>Current Status: Roofing issues with leaks, continuous monitoring and repair of pool, additional connections for business classrooms to accommodate computers, parking lot design and repair, theater curtain replacement.</p> <p>Desired State: Theater carpet replacement and stage backdrop replacement.</p>

C. Are additional School Buses needed or any additional Routes needed?		Current Status: Recently added after school transportation for credit recovery (ESSER Funding) as needed.
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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	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, Graduation) provide opportunities to connect with parents.
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?		USD 305 provides parent education opportunities.
C. Do you have an active Site Council?	Yes	<p>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.</p> <p>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.</p>



<p>D. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	<p>Current Status: The booster club has been re-established and has sponsored a variety of events for students and community members including a student picnic at the park, halftime activities for student fans at athletic events, family tailgating before football games, SHS Cougar gear sales, giveaways, etc.</p> <p>Desired State: Incorporate booster club into more family engagement beyond athletics. Provide opportunities for families to be part of the school community in a variety of activities that promote connections to all aspects of the school and community.</p>
<p>E. What types of communication exists with families? Is it adequate?</p>		<p>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.</p> <p>Desired State: Provide even more robust two-way communication with families via direct and positive communication media.</p>
<p>F. What types of communication/social media exists with your community? Is it adequate?</p>		<p>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</p>

		additional communication from the district and school, informing the community concerning school news and events.
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Section 8: School Data	Response	Description
A. Building Attendance Rate		Provided by district with State data.
B. Building Chronic Absenteeism Rate	39.93%	Current State: Implementation of chronic absenteeism identification and support with administration and counselors. Processes in place for additional intervention.  Desired State: A goal for a reduction of 14% in students chronically absent in order to meet or exceed State averages.
C. District Chronic Absenteeism Rate	32.76%	
D. District Graduation Rate		
E. District Dropout Rate		
1. What is our building graduation rate	90.1%	5-year cohort - 91.2%
2. What is our building dropout rate?	1.72%	
3. What is our average comprehensive ACT score?	19.9	Mean Score Comprehensive

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?		<ul style="list-style-type: none"> <li>● Student Motivation</li> <li>● Student Leadership</li> <li>● Family Engagement</li> <li>● Community Connections</li> </ul> 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?		Resources would be a benefit to initiate, plan, facilitate, and supervise activities focusing on student motivation and leadership. ESSER Funding has been provided for family engagement. Activities and events are scheduled to enhance family and community involvement (ESSER funds will expire). Staff and resources are necessary to provide services and support in order to overcome existing barriers.
2. Why or why not?		
B. Additional building unique items:		

<b>Section 10: Building Barriers Statement</b>	<b>Response</b>	<b>Description</b>
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>Establishing and communicating significance and value of assessments to students is essential to increasing performance levels.</p> <p>Identifying current levels and gaps in skills is the foundation for improving instruction.</p> <p>Setting goals for students and teachers is essential to impacting levels of proficiency and mastery of skills.</p>