

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: Salina Public Schools	Bldg #	Grades Served:
School: Salina High Central	3026	9-12

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs	Notes	
a. Student Headcount	1,007	
b. Percentage of students with an active IEP	20.75%	
c. Percentage of students enrolled in English Language Learner (ELL) services	2.28%	
d. Percentage of students identified as At-Risk (Free lunch)?	41.31%	Reduced lunch is 13.5%.
e. Pupil-Teacher Ratio Average	14.8	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	We disaggregate all data, when possible, in an effort to close racial achievement gaps.
i. Is there a tiered system of support to target reading growth?	Yes	The system of supports for reading offers three levels of reading intervention.
j. Is there a tiered system of support to target math growth?	Yes	A Level 2 and Level 3 math program is utilized. In addition, special education services provide modified math supports.
k. Are there local assessments to measure reading growth?	Yes	
l. Are there local assessments to measure math growth?	Yes	
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Career and technical education (CTE) and internship programs, as well as partnerships with a technical college, allow for internships and hands-on opportunities outside of the classroom.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Teachers are focusing on teaching the district's curriculum. We review our assessment results annually, ensuring that we provide students with a quality testing environment.	

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o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition	Notes	
a. How is social/emotional growth being measured?	Social-emotional learning (SEL) growth has been measured using SEL-related office referrals. Beginning in 2022-23, the SAEBRS Risk Screener will be used. Our Student Support Team reviewed students' data to identify possible social-emotional needs.	Will be implemented during the 2022-2023 school year.
b. What are the targets/goals related to social/emotional growth?	We closely monitor students with attendance challenges, students failing three or more classes, and students referred to social workers and school counselors' SES interventions	The belonging initiative focuses on building positive relationships and building a culture of dignity in the school, which is a Tier 1 support for social-emotional growth.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		
e. How are successes of Individual Plans of Study being measured?	Through the use of the Xello program, student Individual Plans of Study (IPS) are developed and monitored. Students complete interest inventories, career exploration, and other activities based on grade level. Teachers, counselors, and administration monitor student progress; outcomes are shared with parents. The IPS guides student course and CTE pathway enrollment.	

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f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Our goal is to prepare all students for industry, military, workforce, or post-secondary education.	
g. How are you ensuring students are civically engaged?	Civic engagement is addressed via our social studies curriculum.	

SECTION 3: Curriculum Needs

		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Students have opportunities to enroll in summer school, dual and concurrent credit with colleges and universities, after-school credit recovery, and internships.	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)

		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	
c. Is every child in your school provided at least the following		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	

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4. Sufficient self-knowledge and knowledge of his or her <u>mental and physical wellness.</u>		
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	

SECTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	We currently have enough certified staff, but with the teacher shortage, there is growing concern that we will not be able to meet this requirement in the future.
b. How many classified support staff are currently employed?	23	
c. How many classified support staff are needed?	32	We have seven paraprofessional positions that we have been unable to fill. We have two open ESL paraprofessionals.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	ESSER II and III funds provided social work services. It can be difficult to find qualified individuals to fill these positions.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	

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f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	We are focused on problem-based learning, social-emotional training, and belonging training.	
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	The school was recently renovated through bond funding.
c. Are additional School Buses needed or any additional Routes needed?	Yes	Transportation can be a barrier to attendance. Additional routes may be beneficial. We are also experiencing a shortage of bus drivers.
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes, we have a back-to-school night, fall and spring parent/teacher conferences, and a number of extracurricular activities we invite the community to attend.	
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 district offers parent education opportunities.	
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	
e. What types of communication exists with families? Is it adequate?	Parents and the community can access the school's website, a monthly newsletter, and multiple social media sites. Communication can also be made via email, phone, and in-person.	

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f. What types of communication/social media exists with your community? Is it adequate?	There are a variety of social media sites (district and school website, Facebook, Twitter, Instagram, etc.) in which media is provided by teachers, departments, athletics, activities, and administration	
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SECTION 8: School Data	Notes
a. Building Attendance Rate	92.5%
b. Building Chronic Absenteeism Rate	24.7%
c. District Chronic Absenteeism Rate	19.6%
d. District Graduation Rate	90.8%
e. District Dropout Rate	1.4%

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)	Notes
a. What is our building graduation rate	90.9%
b. What is our building dropout rate?	2.5%
c. What is our average comprehensive ACT score?	19.5

SECTION 9: Other Data	Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	We are struggling to find qualified staff in all certification areas, especially CTE, special education, math, science, and English.
1. Can these be achieved with additional resources?	No
2. Why or why not?	We are working with human resources to recruit and fill positions. There are simply not enough graduates in education to fill the positions that are open statewide.
b. Additional building unique items:	Our district and school is making an effort to create an environment of belonging and promoting individual dignity.