

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

District: Salina Public Schools	Bldg #	Grades Served:
School: South High School	3027	9-12

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 1: Student Needs		Notes
a. Student Headcount	1,094	
b. Percentage of students with an active IEP	18.8%	
c. Percentage of students enrolled in English Language Learner (ELL) services	5.8%	
d. Percentage of students identified as At-Risk (Free lunch)?	36.7%	Reduced % = 16.4%
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	The achievement gap data is evaluated based on qualifying subgroup populations and reviewed in order to address needs.
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 the 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 align the district's curriculum to state standards. The assessment data is reviewed annually and used to identify areas of need.	

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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?	Fastbridge/SAEBRS screening system is utilized to identify risk levels of students and student support personnel (counselors, social workers, and administration) review the data in order to coordinate social-emotional curriculum and strategies to implement with at-risk students.	Pilot system 2021-22 implementation with grades 9 and 10. For the 2022-23 school year, the system will include all grade levels.
b. What are the targets/goals related to social/emotional growth?	The student support team sets thresholds based on screening results in order to provide additional support (individual or small group) for students who were identified to be in the moderate to high risk category.	The belonging initiative focuses on building positive relationships and building a culture of dignity in the school, which is a Tier I 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. The system has interest inventories, career exploration, and activities for students to accomplish based on grade level. Teachers, counselors, and administration monitor student progress and 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)	The goal is to prepare students for succesful entry into post-secondary education, technical education, workforce and industry, military, etc.	
g How are you ensuring students are civically engaged?	Students are provided instruction and guidance in social studies civics 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 capacities?		
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 mental and physical wellness.	Yes	
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?	No	There is a lack of available certified teachers in the industrial arts field. If not addressed, the teacher shortage will lead to additional areas in which credentialed and certified teachers will not be available for STEM, foreign language, and other curricular areas.
b. How many classified support staff are currently employed?	37	Special education and ESL paraprofessionals, secretarial, ISS, health aides (custodians and nutrition services not included).
c. How many classified support staff are needed?	44	There are seven paraprofessional positions that were not filled due to lack of available personnel.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	ESSER II and III funds have provided additional support (social worker, classroom teachers). Once these funds have been exhausted, those positions will not be available.
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?	Staff development is focused on belonging and dignity, Project Based Learning (PBL) and standards based grading, and social-emotional training.	
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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 issue funding.
c. Are additional School Buses needed or any additional Routes needed?	Yes	Transportation is a barrier due to the limited number of buses and drivers. Additional routes would be beneficial to provide transportation to families in need.

SECTION 7: Family Needs/Community Relations **Notes**

a. Do you have regular events to engage parents with teachers?	Yes	Teachers are involved in parent/teacher conferences, back-to-school night, extracurricular events and activities, and student recognition events (National Honor Society, senior awards, graduation).
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 provides 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?		
e. What types of communication exists with families? Is it adequate?	Parents and the community can access the school website, a monthly newsletter, multiple social media sites, and via email, phone, and in-person.	
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 websites, Facebook, Twitter, Instragram, etc.) in which media is provided by teachers, depatments, athletics, activities, and adminsitration	

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SECTION 8: School Data	Notes
a. Building Attendance Rate	93.0%
b. Building Chronic Absenteeism Rate	23.0%
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	90.8%
b. What is our building dropout rate?	1.8%
c. What is our average comprehensive ACT score?	19.2
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 having difficulty with finding certified staff in all curricular areas, especially special education and CTE programming, English, and STEM.
1. Can these be achieved with additional resources?	No
2. Why or why not?	These issues are outside the scope of funding, but rather, human resources and recruiting into the profession.
b. Additional building unique items:	Our district and school is making an effort to create an environment of belonging and promoting individual dignity.