

BUILDING NEEDS ASSESSMENT



Ness City Jr/Sr High School

**USD 303 Ness City
Grades Served: 7-12**

2022-2023 BUILDING NEEDS ASSESSMENT FOR 2023-2024 BUDGET CONSIDERATIONS

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| SECTION 1: Student Needs | | Notes |
|---|-------|-------|
| a. Student Headcount | 127 | |
| b. Percentage of students with an active IEP | 16.5% | |
| c. Percentage of students enrolled in English Language Learner (ELL) services | 11% | |

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| SECTION 1: Student Needs | | Notes |
|--|------|---------------------------------|
| d. Percentage of students identified as At-Risk (Free lunch)? | 32% | |
| e. Pupil-Teacher Ratio Average | 10:1 | |
| f. Pupil-Teacher Ratio Median | 10:1 | |
| 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 | ELL, Hispanic, At-Risk, and IEP |

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| SECTION 1: Student Needs | | Notes |
|--|-----|---|
| i. Is there a tiered system of support to target reading growth? | Yes | Intervention time during Eagle Hour |
| j. Is there a tiered system of support to target math growth? | Yes | Intervention time during Eagle Hour |
| k. Are there local assessments to measure reading growth? | Yes | Fastbridge |
| l. Are there local assessments to measure math growth? | Yes | iReady, Fastbridge |
| m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting? | Yes | Students have a variety of electives to choose from |

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| SECTION 1: Student Needs | | Notes |
|--|-----|--|
| n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores? | yes | Increase incentives |
| o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments? | Yes | Professional development to increase rigor |

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| SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics) | | Notes |
|---|--|-------|
| a . How is social/emotional growth being measured? | SAEBRS, KCTC | |
| b . What are the targets/goals related to social/emotional growth? | Increase SAEBRS scores; USD 303 will adopt and implement the Kansas Social, Emotional, and Character Development Standards to help students develop self-awareness and self-management skills to achieve school and life success. To accomplish this, students will be introduced to skills through weekly lessons and goal setting. Growth in this area will be measured through a Social, Emotional, and self-awareness survey given to all K-12 students twice annually. Further evidence of growth will be gleaned through the IPS developed by students and reviewed by staff. Success in this area will be determined by a 3% growth in positive survey responses and a 3% growth in appropriately completed IPSs. | |

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| SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics) | | Notes |
|---|--|---|
| 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? | Student Success Rate | Student led conferences take place in the fall. |
| f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12) | We want our student to achieve a high school diploma and be college and career ready or to have completed an industry recognized certification | |
| g. How are you ensuring students are civically engaged? | Registering students to vote, taking students to vote, organizations do community service such as shoveling snow, helping with blood drives | |

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| SECTION 3: Curriculum Needs | | Notes |
|---|----------|---|
| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)? | Robotics | |
| b. Are there appropriate and adequate instructional materials? | Yes | A committee of 3 teachers have met and developed a social emotional curriculum based on the standards from KSDE. Work is needed to better implement the curriculum across the building for grades 7-12. |

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| SECTION 3: Curriculum Needs | | Notes |
|---|-----|-----------------------------------|
| c. Is current technology appropriate? If no, what technology is needed to support the curriculum? | Yes | 1-1 chromebooks for students 7-12 |

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| 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 Grades 10-12) | 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 - All seniors are required to take government | |

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| SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218) | | Notes |
|--|---|-------|
| 3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation. | Yes; every senior takes government | |
| 4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness. | Yes; Social Emotional Curriculum is taught during Eagle Hour; Health and PE are mandatory for freshmen; weights and PE classes are available for students who want to take them | |
| 5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage. | A fine arts credit is required for graduation; Kansas history is taught to 7th graders. | |
| 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. | CTE Pathways classes; Career Exploration in Eagle Hour | |

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| SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218) | | Notes |
|---|--|--------------|
| 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. | EMT, CNA, CMA, Phebotomy classes/certification; OSHA Certification; CTE Pathways | |

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| 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 - We lack a business teacher and a FACS teacher. We currently have one transition to teach teacher with two more potentially for the 2023-24 school year. | |
| b. How many classified support staff are currently employed? | 3 SPED paras, 1 ESL Paras, 1 Secretary, 1 Library Aide | |
| c. How many classified support staff are needed? | 1 to 2 more SPED paras would be ideal, 2-3 Paras to support reg ed. Students | |

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| SECTION 5: Staff Needs | | Notes |
|--|---|-------|
| d . Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.? | We need a licensed librarian | |
| e . Are principals & other key staff trained to provide instructional leadership and professional development to teachers? | Professional development is an on-going process for effective leadership. | |

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| SECTION 5: Staff Needs | | Notes |
|---|--|-------|
| f. What staff development is necessary for teachers to support student success and meet the school improvement goals? | Continuing PD and focus on Rigor will help meet school improvement goals. Using walkthrough feedback to increase rigor in the classroom and finding time for teachers to observe and complete a walkthrough in other classrooms. | |

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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 | |

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| SECTION 6: Facility Needs | | Notes |
|--|----|--------------|
| c. Are additional School Buses needed or any additional Routes needed? | No | |

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| SECTION 7: Family Needs/Community Relations | | Notes |
|--|---|-------|
| a Do you have regular events to engage parents with teachers? | No | |
| 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? | None | |
| c Do you have an active Site Council? | No | |
| d Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? | Booster Club has new leadership, and we are hopeful they will be more active. | |
| e What types of communication exists with families? Is it adequate? | Digital communication is used a majority of the time. More individual/personal communication between the families and school needs to be improved upon. | |

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| SECTION 7: Family Needs/Community Relations | | Notes |
|---|-----|---|
| f. What types of communication/social media exists with your community? Is it adequate? | Yes | BOE meetings are streamed live we have Facebook and Twitter accounts for the school that things are posted on regularly including a week at a glance schedule for the upcoming week |

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| SECTION 8: School Data | | Notes |
|-------------------------------------|--------|---|
| a Building Attendance Rate | 90.2% | |
| b Building Chronic Absenteeism Rate | 38.6% | Work with local law enforcement and county attorney to allow for proper use of their resources to help parent ensure students are at school. Parents are notified of student attendance issues by the office. |
| c District Chronic Absenteeism Rate | 32.95% | |
| d District Graduation Rate | 100.0% | |
| e District Dropout Rate | 1.4% | |

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| SECTION 8: School Data | | Notes |
|---|------|-------|
| <i>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</i> | | |
| a. What is our building graduation rate | 100% | |
| b. What is our building dropout rate? | 1.4% | |

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| SECTION 8: School Data | Notes | |
|---|-------|--|
| <i>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</i> | | |
| c. What is our average comprehensive ACT score? | 17.9 | |

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| SECTION 9: Other Data | | Notes |
|--|--|-------|
| <p>a . Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?</p> | <p>Hiring and retaining quality licensed teachers, Teacher Shortages, Parent involvement, Increased Academic Expectations, Improved Instructional methods, Hiring and retaining quality classified staff, Improved Classroom Management, Behavior/Mental Health Issues,</p> | |
| <p>1. Can these be achieved with additional resources?</p> | <p>Some items can be easier addressed than others: Additional training and professional development, Addition of quality paraprofessionals, certified librarian, Continued commitment to addressing behavior/mental health issues would be beneficial, Continued raises to teacher pay, Continued development of benefit packages for staff,</p> | |
| <p>2. Why or why not?</p> | | |

b Additional building unique items:

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| SECTION 9: Other Data | | Notes |
|-----------------------|--|-------|
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