

## 2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

<b>District:</b> 303 Ness City	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Ness City High	2952	7-12,NG

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 1: Student Needs		Notes
a. Student Headcount	120	
b. Percentage of students with an active IEP	18.30%	
c. Percentage of students enrolled in English Language Learner (ELL) services	12.50%	
d. Percentage of students identified as At-Risk (Free lunch)?	38.00%	
e. Pupil-Teacher Ratio Average	9.375 to 1	
f. Pupil-Teacher Ratio Median	10 to 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, IEP, and At-Risk students score lower
i. Is there a tiered system of support to target reading growth?	No	7th and 8th grade yes when we had an MTSS teacher
j. Is there a tiered system of support to target math growth?	No	
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	Several seniors are involved in the Work Release program, sports programs, MS Robotics, some teachers offer before or after school open office hours
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	<b>Bellwork (1-2 times a week) that helps with assessment prep, Document crosscurricular activities in classes, Document Based Question (DBQ) activities to help students learn to dig deeper</b>	
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	<b>After/Before school enrichment time for students to receive help in these areas from teacher (Based</b>	
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?	KCTC and SAEBRS	
b. What are the targets/goals related to social/emotional growth?	USD 303 adopted and implemented Hope Rising, 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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c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	12	
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?	Completion of the IPS reviewed by mentor and student councilor	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	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 and taking them to vote, Organizations and volunteer in the community service, School day of service	

**SECTION 3: Curriculum Needs**

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Need to develop both an after school program and summer school program	<b>Notes</b>
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)**

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	<b>Notes</b>
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 - Every senior has to take Government.	
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 has to take Government.	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes - Every student takes a Social Emotional Curriculum and is required to take a health class. Weight and PE classes are available	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes - Kansas History 7th grade Art classes	
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.	Eagle hour class, CTE pathways	
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 classes/certification, OSHA Certification, CTE Pathways	

**SECTION 5: Staff Needs**

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 need an MTSS teacher, Computer Teacher, We have 2 transition to teach educators (English and Special Education)	<b>Notes</b>
b. How many classified support staff are currently employed?	4 SPED paras, 2 ESL Paras, 1 Secretary, 1 Library Aid	Need more ESL and SPED Paras
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	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	We need a licensed librarian, find funding for school nurse	

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e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Regardless of previous training, ongoing professional development is necessary for this to effectively be accomplished.	Professional development for district and individual building is determined by needs assessment and planned before every year. 2024-2025 - curriculum alignment
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	<b>Improving school culture</b>	Current adjustment to Eagle Hour with spirit groups should improve school culture and pride
<b>SECTION 6: Facility Needs</b>		<b>Notes</b>
a. Is there adequate space for student learning?	<b>No - additional space is needed in the art and industrial arts departments</b>	Larger classrooms english, math, and history
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Additional space is needed in the art and industrial arts departments.	HVAC, Security, Secure Entrances, Auditorium Remodel, Gym remodel, handicap accessibility, lockerrooms, Building Envelope, Doors and windows, Athletic field updates,
c. Are additional School Buses needed or any additional Routes needed?	Our district needs new suburbans/vans and cars to replace existing fleet, a route bus will need to be purchased in the next 2 years.	
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	<b>Yes parent teacher conferences are scheduled semesterly and regular site council meetings are scheduled.</b>	
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?	<b>Schedule regular meetings, but attendance is struggling</b>	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	<b>We have an active booster club.</b>	
e. What types of communication exists with families? Is it adequate?	<b>Parent teacher conference, Site Council meetings - bad attendance from parents, School board meetings are scheduled regularly and are accessible in multiple ways by the community (in person, recorded, streamed online), More specific individualized parent teacher communication is needed.</b>	
f. What types of communication/social media exists with your community? Is it adequate?	<b>Twitter; Facebook; electronic sign; newsletter; e-mails; newspaper articles; school website</b>	
<b>SECTION 8: School Data</b>		<b>Notes</b>
a. Building Attendance Rate	94.4%	
b. Building Chronic Absenteeism Rate	24.8%	
c. District Chronic Absenteeism Rate	18.80%	
d. District Graduation Rate	94.4%	

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e. District Dropout Rate	N/A	report card says N/A (Not enough data for subgroup)
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>		<b>Notes</b>
a. What is our building graduation rate	94.4%	
b. What is our building dropout rate?	N/A	
c. What is our average comprehensive ACT score?	15.8	(We do not discourage students to take the ACT this could be easily manipulated our view is any student taking ACT need the real data to decide their post secondary plans)
<b>SECTION 9: Other Data</b>		<b>Notes</b>
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	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,	
1. Can these be achieved with additional resources?	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,	
2. Why or why not?	The availability of qualified teachers, such as a librarian, makes achieving these goals	
b. Additional building unique items:		