

**2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations**

<b>District:</b> Geary County USD 475	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Junction City High School	7620	9-12

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

SECTION 1: Student Needs		Notes
a. Student Headcount	1,649	
b. Percentage of students with an active IEP	21.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	less than 1%	
d. Percentage of students identified as At-Risk (Free lunch)?	Free: 37% Reduced: 10%	
e. Pupil-Teacher Ratio Average		
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. Our data and assessment team will disaggregate our data to determine gaps and the standards to target. We will use that information to develop plans and curriculum supports to address the discrepancies.	
i. Is there a tiered system of support to target reading growth?	Yes. Tier 2 identified through benchmark screening and supported through small group learning within ELA courses. Tier 3 identified through universal screener (FastBridge: aReading, AUTOreading, CBMr) and supported through with curricular support through "Lit Lab" course.	
j. Is there a tiered system of support to target math growth?	Yes. To support students identified in 8th grade as needing further support with algebraic standards/knowledge before moving on through more advanced math classes our team in conjunction with MS teams have tiered students for placement in Math Strategies classes. We are moving forward with also tiering students into Math Strategies Geometry and Math Strategies Algebra II.	
k. Are there local assessments to measure reading growth?	Yes. The use of FastBridge screeners allows for the identification of students' growth in reading (fluency and comprehension). Screeners used: aReading, AUTOreading, CBMr (Fall, Winter, Spring) 9-12-StudySync: Grades 9-12 use the curricular Readiness Screener at the beginning of the year to determine students grade-level readiness based on the previous years standards. Growth and progress are tracked by use of the benchmark assessments at the middle of year and end of year. -Pre-AP/AP Curriculum: Students in Pre-AP and AP courses use the reading assessments provided by College Board to measure reading growth.	
l. Are there local assessments to measure math growth?	Yes, The use of FastBridge screeners allows for the identification of students' growth in reading (math knowledge and automaticity). Screeners used: aMath and CBmath L3 GOM (Fall, Winter, Spring) 9-12	
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	After school tutoring, Twilight school for Credit Recovery, flexible schedules are several opportunities that we provide to our students to excel or catch-up. HD Karns has partnered with us to allow students to pursue their high school diploma as well through an alternative route.	
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	ELA: USD 475 has adopted an ELA curriculum (StudySync) in order to strengthen Tier 1 and 2 instruction. Students take the Interim KAP assessment in order give students a chance to measure their readiness and provide teachers an opportunity to set goals based on needs identified.  Math: JCHS is in the process of a curriculum adoption for Geometry, Algebra I and Algebra 2 in order to enhance Tier 1 instruction as well as garner more Tier 2 resources to support student skills.  Schoolwide: We utilize Fastrbridge Screening data to identify areas of student need. Utilizing screening data to identify areas of student need. Our academic coaches will be in classrooms helping teachers with the new curriculum, using the screening data to target areas of need, and using the data to help specific students.	
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Currently with only testing at the 10th grade level we do not set targets/goals to move forward. Students do not take state assessments after their 10th grade year.	
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?	Through our Advisory model using XELLO and CCCC Framework.	
b. What are the targets/goals related to social/emotional growth?	22-23 is our baseline year with our SEL program. Once we are able to conduct our pre-test and post-test we will be able to look at targeted assisted areas for growth. Due to students and parents being able to opt out of survey's we will look at other alternatives to measure growth.	
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?	22-23: We are in the BOY with our Advisory reset. This is a baseline year and we will be revisiting it to see where we are at through the process. We will also look at Pathway Completers and look at our data. Graduation completors for the 2023 school year included 120 seniors. Senior exit interviews were provided and feedback given will be used for further data assessments.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	By 2026: 95% graduation rate. We are currently working on a tracking system that will allow us to follow up with students after they graduate from JCHS to notify us with their post-secondary success.	
g. How are you ensuring students are civically engaged?	12th grade year, students are required to take US Government. We also provide STUCO, as well as STUCO leadership summer training. Graduation requirement is also to complete 36 hours of community service. Project Citizen is a culminating project students senior year that students tackle a community issue and present on how they can help the community resolve the issue. Several club based activities that is a requirement.	
SECTION 3: Curriculum Needs		Notes

Sec. 8. On and after July 1, 2021, K.S.A. 72-1163 is hereby amended to read as follows: 72-1163. (a) Each year the board of education of a school district shall conduct an assessment of the educational needs of each attendance center in the district. Information obtained from such needs-assessment shall be used by the board when preparing the budget of the school district to ensure improvement in student academic performance. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to K.S.A. 79-2926, and amendments thereto.

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	After school tutoring, Summer School, Transition Program/Jump Start, Twilight school for Credit Recovery, flexible schedules are several opportunities that we provide to our students to excel or catch-up. Our group is currently looking at structuring summer school for students to complete CTE courses as well as getting introduction courses started at the middle school level for students to complete CTE courses as well as college courses by the time they graduate.	
b. Are there appropriate and adequate instructional materials?	ELA adoption of StudySync textbooks (9-12); PreAP I-II adoption of SpringBoard/College Board/AP distinction (9-10); Math piloting of new texts (Algebra I, Geometry, Algebra II); AP books updating textbooks to meet College Board expectations (AP Chem, Bio, Calculus); Biotechnology purchases texts; Spanish curriculum creating UBD. We are currently vetting all curriculums within our building to better assist teachers and meet standards.	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	We are currently up to date when it comes to technology as well as our technology needs.	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
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)	Current graduation requirements (24 Credits): 4 credits of ELA 3 credits of Science 3 credits of Math 3 credits of Science 1 Fine Arts credit .5 credit of PE and .5 credit of Health .5 credit of Communication 8.5 credits of students elective choosing	graduation requirements will change with the class of 2028 (8th grade students in the 23-24 school year). We will look at our graduation requirements and needs this current year to meet the state and student needs.
c. Is every child in your school provided at least the following capacities?		As a team we believe we are providing the skill sets for student to apply to all areas listed below.
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.	
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.	
<b>SECTION 5: Staff Needs</b>		<b>Notes</b>
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?	Currently not time at this times, as we have a few long term substitutes filling in for classes.	We will keep the application pool open to look for the best educators possible for our students.
b. How many classified support staff are currently employed?	60-65	
c. How many classified support staff are needed?	We will need to hire several paraeducators to fill positions for the 23-24 school year. Ideally we would like to hire and additional ISS support person, Online proctor to help with online Cloud County Classes that students are taking as well as having a few sections of Credit Recovery to support our students. Another support staff individual we would like to see is a support monitor that deals with bus related issues.	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No. We need 12 month counselor on staff to help meet student needs during the summer as well as provided drug, alcohol and tobacco counseling for students. We need 2 more Behavior Specialist to meet the needs of all our academies through our SIT process. Additionally with our CTE growth and new graduation requirements at the state level that will need to be implemented we would like to hire an additional STEM, Construction, FACS, Communication and Personal Finance teacher.	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes.	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Our continuation of PD is Advisory training, SPED, Safe and Civil/PBIS, MTSS/SIT model, KAGAN, SEL, CTE, Purposeful Planning, curriculum implementation, and technology training.	
<b>SECTION 6: Facility Needs</b>		<b>Notes</b>
a. Is there adequate space for student learning?	No.	We do not have enough student desk, learning tables, and other furniture to support the growth in numbers we have seen in our building. We will work with Operations to find ways to support a 200+ growth in students from the time furniture needs were ordered when we opened.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes, multiple areas need to be finished.	Completion of baseball and softball fields, practice soccer fields, additional storage outside for sports equipment, tennis courts need restrooms and additional parking will help support our athletic needs to maintain 90% of our programs to stay on our campus (swimming, bowling, golf are off campus practice sites). We are also looking forward to completing the Green House.
c. Are additional School Buses needed or any additional Routes needed?	Yes.	We would like to have a start time of 7:40AM. From our understanding to do so that requires more routes to help support the earlier start time.
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	We do throughout the year.	Activities calendar is always updated for upcoming events. Our goal is to promote our students and families and get as much information out in all areas of success through academics, activities, and athletics.
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?	We do not at this time.	23-24 school year committee Parent Engagement will be looking at additional activities to support families.
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?	Social Media, Text and Email Alerts. We do believe that it is adequate.	Our goal is to continually communicate with our community and families.
f. What types of communication/social media exists with your community? Is it adequate?	Webpage, Facebook, Twitter, Live Stream through our Youtube Page. At this time we do believe that it is adequate but we know we are always looking at trends to support all learners through information (visual, audio, etc)	
<b>SECTION 8: School Data</b>		<b>Notes</b>
a. Building Attendance Rate	88.30%	Accountability Report in teams
b. Building Chronic Absenteeism Rate	51.30%	
c. District Chronic Absenteeism Rate	27.60%	
d. District Graduation Rate	87.00%	
e. District Dropout Rate	1.7%	
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>		<b>Notes</b>
a. What is our building graduation rate	87.00%	2020-2021 Accountability Report
b. What is our building dropout rate?	1.80%	2020-2021 Accountability Report
c. What is our average comprehensive ACT score?	17.1	2020-2021 Accountability Report
<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?

We have a very transient population (military transfers, high poverty mobility, unidentified transitional living situations). Retrain teachers in KAGAN and getting all through the pathway courses. Long term subs and the long term effects with student learning. Deployment and the effects it has on students. Mental health needs not only for students but for staff and not enough mental health providers.

1. Can these be achieved with additional resources?

We believe that we can with additional supports

2. Why or why not?

Having additional supports allows more resources provided for our students and staff to be successful.

b. Additional building unique items:

None at this time.