

<b>District:</b>	<b>USD 250</b>	<b>Bldg #</b>		<b>Grades Served:</b>	
<b>School:</b>	<b>Pittsburg High School</b>		<b>1316</b>		
<b>Please consider the following questions as you complete the needs assessment for your building.</b>					
<b>SECTION 1: Student Needs</b>				<b>Notes</b>	
a.	Student Headcount		955		
b.	Percentage of students with an active IEP		15.5% non gifted IEP / 21% including gifted IEP		
c.	Percentage of students enrolled in English Language Learner (ELL) services		9.60%		
d.	Percentage of students identified as At-Risk (Free lunch)?		56.0%		
e.	Pupil-Teacher Ratio Average		12:1		
f.	Pupil-Teacher Ratio Median		10:1		
g.	Are the needs of Foster Care Students being met? If no, what supports are needed?		Yes	Student Support Services includes counselors, student advocates, social worker, and programs such as Talent Search, Communities in Schools, Jobs for Americas Graduates, and therapy services on-site through Community Health. The needs of students in foster care are met through our student support services.	
h.	Are there gaps in student success among race/ethnicity student subgroups?		Yes	Our ethnic groups scoring low align closely to our free/reduced scores. Many of the students in these subgroups are also in the low SES subgroups.	
i.	Is there a tiered system of support to target reading growth?		Yes	We are working with Dr. Hurford next year to change our supports and move to addressing the Dyslexia protocols.	
j.	Is there a tiered system of support to target math growth?		Yes	Our individual student needs are addressed in math by offering different levels of math classes and we are grouping kids after local assessments to address the individual learning needs of students.	
k.	Are there local assessments to measure reading growth?		Yes	Fastbridge and common formative assessments	
l.	Are there local assessments to measure math growth?		Yes	Fastbridge and common formative assessments	
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?		Yes	We offer two after school tutoring programs, one that is voluntary and one that is assigned based on the amount of students' failing grades.	
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	We are providing opportunities for more personalized learning in the area of math. We are also implementing new reading interventions for dyslexia.		Our teachers set yearly goals for state assessments with their teams with the instructional coach.	
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Our goals are consistently focused on showing individual student growth. We value seeing each child individually improve.		We also set goals with the children. This helps us communicate the growth mindset we operate under.	
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>				<b>Notes</b>	
a.	How is social/emotional growth being measured?	Student surveys in Panorama, attendance, activity involvement and discipline records, counselors records.		The counselors and our school based therapist do targeted groups for things like trauma and loss of a parent. They do pre and post rating scales after the group sessions to see if it is making a positive impact. We also offer an after-school club that focuses on mental health and wellness.	
b.	What are the targets/goals related to social/emotional growth?	Decreased discipline referrals, improved attendance, involvement in outside activities, building positive relationships, increased peer interactions, ability to work through conflicts, utilizing stress/anxiety techniques when needed.		We work on these goals through the counseling office and our student advisory groups. Our Advisory groups work on team building activities to promote positive relationships and socialization.	
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A			
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A			
e.	How are successes of Individual Plans of Study being measured?	We utilize the Kansans Can Star Rubric		We have an IPS team who reviews our IPS processes and assesses our progress based on the Kansans Can Star Rubric. This team includes our student advocates, counselors, instructional coach, and administrators.	
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	To prepare our students for post-secondary success, all students meet with our student advocates to develop an IPS and post-secondary plan.		PHS offers many options such as dual-credit college courses, twelve CTE pathways, as well as a variety of our courses provide students with opportunities to earn industry certifications to help students begin a post-secondary plan during their secondary school experience. Students also work with counselors to complete necessary applications for college attendance.	
g.	How are you ensuring students are civically engaged?	All students participate in civic engagement through our Advisory groups, clubs, and activities.			
<b>SECTION 3: Curriculum Needs</b>				<b>Notes</b>	
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	After-school tutoring and summer school			
b.	Are there appropriate and adequate instructional materials?	Yes		The district has a plan to assess and upgrade curriculum when needed.	
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes		All students have a chromebook, teachers have smart TVs and ipads. Subscriptions to programs that support curriculum needs are also renewed annually.	
<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)	Yes		PHS requires graduates to obtain five credits beyond the state requirements.	
c.	Is every child in your school provided at least the following capacities?	Yes			
	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			

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	
b.	How many classified support staff are currently employed?	30	
c.	How many classified support staff are needed?	10	We need more ESOL support. We would also like to have more special education support, but that isn't a district budget item. Much of the staffing problems are due to the pay of classified staff. They can go elsewhere in the community and make more money. When we have an opening we have a lack of quality applicants.
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e.	Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	We utilize our instructional coach, admin, and teacher leaders in this area.
f.	What staff development is necessary for teachers to support student success and meet the school improvement goals?	Yes	Our focus is on training our new teachers to utilizing our student support services appropriately and delivering appropriate social-emotional support.
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?	Yes	District capital improvement projects are addressed according to priority across all buildings. <del>We are replacing roofing in a few areas of the building and replacing the main gym floor.</del>
c.	Are additional School Buses needed or any additional Routes needed?	Yes	Additional school buses may be needed for growing enrollment
SECTION 7: Family Needs/Community Relations			Notes
a.	Do you have regular events to engage parents with teachers?	Yes	Parent/Teacher Conferences, Fall/Winter/Spring Activity Parent/Player Meetings, ESOL Student/Parent Night
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 provide parents with access to online tutorials for a variety of programs.
c.	Do you have an active Site Council?	No	We did prior to COVID.
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	We have healthy booster clubs for our student organizations and activities.
e.	What types of communication exists with families? Is it adequate?	Yes	We communicate with parents via SwiftReach, Remind, phone, email, parent/teacher conferences, SIT, IEP, and other required or requested meetings.
f.	What types of communication/social media exists with your community? Is it adequate?	Yes	We have multiple social media accounts and communicate regularly with community through our local news outlets.
SECTION 8: School Data			Notes
a.	Building Attendance Rate	89.9%	
b.	Building Chronic Absenteeism Rate	30.3%	
c.	District Chronic Absenteeism Rate		
d.	District Graduation Rate	88.4%	
e.	District Dropout Rate	11.6%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)			Notes
a.	What is our building graduation rate	88.4%	
b.	What is our building dropout rate?	11.6%	
c.	What is our average comprehensive ACT score?	20.1	2022-2023 ACT data
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?	Increased ESOL enrollment and service needs, staff and students social-emotional needs, absenteeism	
1.	Can these be achieved with additional resources?	Yes	When additional resources are added to address areas of concern, the success rate in the area of concern improves. Our community needs more mental-health resources.
2.	Why or why not?	Better community resources and partnerships with a focus on prevention, detection, and intervention concerning trauma and mental health issues would be beneficial in managing and overcoming these barriers.	
b.	Additional building unique items:		