

District:	USD 250	Bldg #		Grades Served:	
School:	Pittsburg High School		1316		
Please consider the following questions as you complete the needs assessment for your building.					
SECTION 1: Student Needs				Notes	
a.	Student Headcount			1027	
b.	Percentage of students with an active IEP		15.9% non gifted IEP / 20.3% including gifted IEP		
c.	Percentage of students enrolled in English Language Learner (ELL) services			7.40%	
d.	Percentage of students identified as At-Risk (Free lunch)?			55.0%	
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,
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
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			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			Yes	Our teachers set yearly goals for state assessments with their teams with the instructional coach. We are providing opportunities for more
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state			Yes	We also set goals with the children. This helps us communicate the growth mindset we operate under. Our goals are consistently focused on
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?		Student surveys in Panorama, attendance, activity involvement and discipline records, counselors		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
b.	What are the targets/goals related to social/emotional growth?		Decreased discipline referrals, improved attendance, involvement in outside activities, building		We work on these goals through the counseling office and our student advisory groups. Our Advisory groups work on team building activities to
c.	How do you determine students are ready for Kindergarten? (only if building serves		N/A		
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves		N/A		
e.	How are successes of Individual Plans of Study being measured?		We utilize the Kansas Can Star Rubric		We have an IPS team who reviews our IPS processes and assesses our progress based on the Kansas Can Star Rubric. This team includes our student
f.	What are the targets/goals related to postsecondary completion/attendance? (only if		To prepare our students for post-secondary success, all students meet with our student advocates to		PHS offers many options such as dual-credit college courses, twelve CTE pathways, as well as a variety of our courses provide students with
g.	How are you ensuring students are civically engaged?		All students participate in civic engagement through our Advisory groups, clubs, and activities.		
SECTION 3: Curriculum Needs				Notes	
a.	What extended learning opportunities are provided (after school programs, summer		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		Yes		All students have a chromebook, teachers have smart TV's and ipads. Subscriptions to programs that support curriculum needs are also renewed
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)				Notes	
b.	Subjects and areas of instruction necessary to meet the graduation requirements		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		Yes		
	2. Sufficient knowledge of economic, social, and political systems to enable students to		Yes		
	3. Sufficient understanding of governmental processes to enable the student to		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		Yes		
	6. Sufficient training or preparation for advanced training in either academic or		Yes		
	7. Sufficient levels of academic or vocational skills to enable students to compete		Yes		
SECTION 5: Staff Needs				Notes	
a.	Is there adequate personnel/staff to meet the needs of the school and the needs of		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
d.	Are there enough appropriately licensed support personnel such as counselors, librarians,		Yes		
e.	Are principals & other key staff trained to provide instructional leadership and		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		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		Yes		District capital improvement projects are addressed according to priority across all buildings.
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				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. Will have back in place beginning Fall 2024.
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent		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
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			90.0%	
b.	Building Chronic Absenteeism Rate			27.5%	
c.	District Chronic Absenteeism Rate				
d.	District Graduation Rate			89.3%	

e.	District Dropout Rate	12.5%	28 total district dropouts out of 224
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)			Notes
a.	What is our building graduation rate	89.3%	
b.	What is our building dropout rate?	12.0%	
c.	What is our average comprehensive ACT score?	21.0%	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	Increased ESOL enrollment and service needs, staff and students social-emotional needs,	
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
2.	Why or why not?	Better community resources and partnerships with a focus on prevention, detection, and intervention	
b.	Additional building unique items:		