

2024-2025 Building Needs Assessment for 2025-2026 Budget Considerations Central High School (Grades 9-12)



[Central High School 2022-23 Accountability Report](#)

School Improvement - Fundamentals

The four fundamentals are interconnected and associated with actions that each school system must implement so students can meet our state's rigorous standards.

Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
We apply an explicit, systematic, diagnostic, and cumulative approach to teaching literacy that acknowledges the value of both word recognition and oral/written language comprehension as evidenced in all grades and disciplines. ● Phonemic Awareness ● Phonics ● Fluency ● Vocabulary ● Comprehension	We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in PreK-12. ● Learning Intentions ● Success Criteria ● Academic Rigor ● Scope & Sequence	We assess students for risk and standards in PreK-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement. ● Formatives ● Summatives ● Progress Monitoring ● Screening ● Diagnostic	We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials (HQIM) in PreK-12. ● High Expectations ● Culturally Responsive ● Differentiation ● Academic & SEL ● Student Dispositions

Communication Goals – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.
KSA ELA: Decrease % at Level 1	Central High School (CHS) had a decrease of 2.9% from our baseline data (36.07%) to our 2023-2024 data (33.17%) One concern is CHS students who qualify for free and reduced lunch and students in special education are scoring extremely low. CHS would like to decrease our students performing at Level 1 to 25%.
KSA ELA: Increase % at Level 3 & 4	CHS had an 8.33% increase of students performing at Level 3 & 4 from our baseline data (24.19%) to our 2023-2024 data (32.52%). CHS would like to increase our students performing at level 3 & 4 to 40%.
Complex Communication Rubric: Increase % at Demonstrating Level	CHS had a 12.0% increase in student performance at the demonstrating level in the Complex Communication Rubric from school year 2022- 2023 to school year 2023-2024.
Other Data	

Communication – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation	With the growing number of students with reading deficiencies and our building's literacy demands, CHS needs a Literacy Coach to support teachers and students in structured literacy.			CHS teachers would like the Curriculum Academy to return. CHS would like Spanish language textbooks for core subject areas.
Educator Evaluation				

Professional Learning	CHS would like to have dyslexia training and reading training for our math and science departments. The English department would like specific training for those teaching our reading classes. All departments want additional time for training and collaboration specific to structured literacy.	Core teachers need time to collaborate with middle school and high school peers, and the ability to attend KSDE curriculum workshops.	Teachers would like training on developing assessments and how to implement and utilize assessment data.	
Professional Collaboration	CHS is hiring teachers who are taking different pathways to teaching and that means these teachers will need continued (Professional Development) PD in structured literacy. CHS needs the funding to expand the support of our paraprofessionals in attaining their teacher license.	Teachers would like time to collaborate with middle school and high school peers to ensure units are aligned from middle to high school.	Core teachers would like time for developing common assessment and using data from the common assessments to drive instruction and reteaching.	CHS ELA would like Professional Learning Communities (PLC) time with South ELA to keep units aligned and discuss data from common assessments. Cross curricular PLCs would be valuable so we can build on opportunities for students to have context for what history they are learning paired with period literature to understand the author's purpose.
Tiered System of Support		Teachers would like time to collaborate with their middle school and high school peers to discuss successful Tier 1 and Tier 2 interventions to best serve our at-risk students.		CHS needs additional staff to provide intervention time for our Tier 2 and Tier 3 students. Career Technical Education CTE and elective teachers

				would like to offer some modified courses for special education students. The courses would be added to meet the needs of our vocational population, which previously has not been housed at Central.
Family, Community and Business Partnerships				All departments would like assistance finding business and community partnerships to enhance our courses with real life application.

Critical Thinking Goals – Data Review:

	Current State: <i>Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.</i>
KSA Math: Decrease % at Level 1	CHS had a decrease of 10.89% from baseline data (63.44%) to 2023-2024 data (52.55 %). A primary concern is the performance of students who qualify for free and reduced lunch, students in special education and Hispanic students are scoring extremely low. CHS would like to decrease our students performing at Level 1 to 45%.
KSA Math: Increase % at Level 3 & 4	CHS had a 9.07% increase of students performing at Level 3 & 4 from baseline data (8.13%) to 2023-2024 data (17.2%). CHS would like to increase our students performing at level 3 & 4 to 25%.
KSA Science: Decrease % at Level 1	CHS had a decrease of 2.66% from baseline data (46.03%) to 2023-2024 data (43.37 %). CHS would like to decrease students performing at Level 1 to 40%.
KSA Science: Increase % at Level 3 & 4	CHS had a 5.01% increase of students performing at Level 3 & 4 from baseline data (27.77%) to 2023-2024 data (32.87%). CHS would like to increase students performing at level 3 & 4 to 40%.

Critical Thinking Rubric: Increase % at Demonstrating Level	CHS had a 15.6 % increase in student performance at the demonstrating level in the Critical Thinking Rubric from school year 2022- 2023 to school year 2023-2024.
Other Data:	

Critical Thinking – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation	Finding high quality educators in the STEM areas is extremely difficult with the current teacher shortage in Kansas. Using resources and recruiting experienced educators to Salina/CHS is a priority.	We need to provide teachers who are new to CHS and the profession time to work with colleagues in order to familiarize themselves with the standards, learning intentions, and success criteria and develop critical thinking opportunities for students based on them.	CHS needs to have more PD so teachers can disaggregate data and more efficiently use the assessment tools available to them.	CHS needs a High School Math Interventionist to support the goal of increasing our students' skills and performance in Math.
Educator Evaluation			CHS would benefit from more instructional coaches to help our new teachers with best practices, differentiated instruction, and classroom management. Coaches would also assist in analyzing the data from our many assessments and creating and teaching intervention groups based on the data.	CHS needs a coach and/or department chair in each content area to provide support to teachers addressing high-quality instructional strategies and materials geared specifically toward that content area at all three Tiers.

Professional Learning	CHS Math and Science teachers need professional development, specifically addressing structured literacy and reading strategies to incorporate into those core classes.	The ability to attend KSDE curriculum workshops.	Teachers want professional learning to address providing feedback related to the outcomes of assessments. In turn, training on how to implement the data received and then adjusting course or curriculum from a wide-scale perspective.	Teachers need workshops or training to create assessments, align assessments to standards, and use assessments to drive instruction; specifically, guidance on how to prioritize content based upon assessment scores.
Professional Collaboration	Our science department would like time to collaborate with the English department on writing strategies and the Social Studies department on Document Based Questioning (DBQ) and implementing Claim Evidence Reasoning (CER) throughout the science department.	Special education and core teachers would like professional training on strategies to effectively assess students receiving special education services at all ability levels. FastBridge Training to assist with progress monitoring.		CHS is facing the challenge of having fewer teachers certified in the areas of math and science and we have more non-traditional educators who are trying to learn the art of teaching on the job. Those teachers need time/training on the specifics of implementing classroom management, structures, etc.
Tiered System of Support		Counseling, support, science, and math staff would like the time/structure to have a math/science Extended Learning Opportunity (ELO) support class (tutor room).		CHS would like to see adjustments to the curriculum map (calendar) to allow for more time for reteaching and prioritizing standards.
Family, Community and Business Partnerships	CHS would like to encourage outside-of-school reading programs and events. Building stronger partnerships with agencies/businesses like the public library, Red Fern Booksellers, Ad Astra Books			CHS needs family support to increase the value of education and time in school. We would like to emphasize less mobility during a school year and more focus on fundamentals at home.

	and Coffee, Salina Arts and Humanities. Through these partnerships, we can emphasize the national literacy crisis and provide educational resources on how to help their students improve their literacy skills.			
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Social-Emotional – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.
Social Emotional Behavior Offenses: Decrease number of offenses	CHS had a decrease of 179 in the number of social-emotional behavior offenses from our baseline (635 offenses) to school year 2023-2024 (456 offenses).
Chronically Absent: Decrease %	Current state: CHS ended 2023-24 with 32% Chronically Absent (CA), which was a decrease of 8% from the previous school year. Our goal for the 2024-25 school year is to decrease our chronic absentee rate to 25% or less. To achieve this goal CHS started doing early interventions with all students who had two or more absences during the first month of the school year.
Self-Directed Learning Rubric: Increase % at Demonstrating Level	CHS had an 11.3 % increase in student performance at the demonstrating level in the Self-Directed Learning Rubric from school year 2022- 2023 to school year 2023-2024.
Other Data:	CHS has a Student Support Counselor that is critical to our school. She is our community partnership liaison and helps us meet students' social-emotional, mental, and physical health needs so they are ready to learn when they are attending CHS. Listed below is some of the data from the 23-24 school year related to this position. Student Support Counselor ran two separate groups for 7 weeks long once a week during ELO. - Grief Group 6 students participated, session 1 ranking average was 4.8, final session ranking average was 9.3 - Stress and Anxiety Group

	○ 6 students participated, session 1 ranking average was 2.75, final session ranking average was 8.4 Student Support Counselor performed regular check-ins with students. ● Tier 1 and 2 resources: ○ Met approximately 25-30 students weekly for an average of 15 minutes to cover specific needs; grades, organization, crisis management, executive functioning, anger management, and problem solving. ■ This average does not include crisis interventions or (Student Intervention) SI screenings, safety plans, and/or reintegration plans. Student Support Counselor is the mental health services liaison. ● Completed 27 intakes with family and local mental health center ● Attended approximately 15 wrap meetings a month ● Met with (Mental Health Intervention Team) MHIT team (local mental health center employees that work on CHS campus) 1.5 hours monthly Student Support Counselor administered universal suicidal ideation screener when appropriate. ● 28 SI crisis screenings ○ Connected families to resources during that process Student Support Counselor helped start drug prevention/addiction education K-12. ● CHS action plan created in regards to drug addiction. ● Attended monthly 1 hour Opioid task force meetings with Saline County. ● Organized and hosted prevention team to develop alignment between feeder schools K-8. ● Acted as the liaison between (Central Kansas Foundation) CKF and CHS ○ 17 students referred to CKF services Student Support Counselor ensures students have access to transportation. ● 7 students throughout the school year had regular monthly CityGo bus passes (purchased by CHS) ● Provided emergency CityGo ticket rides to students with situational needs Student Support Counselor helped create a food pantry for any CHS students/families with food insecurity. ● Regularly organized and restocked pantry ○ Worked with outside agencies and school clubs to keep the pantry stocked ● 11 students were provided weekend groceries weekly ● Emergent food needs were filled as they came up
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Social-Emotional – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation			CHS would like to have a screener that identifies	CHS would benefit from a Family Support Worker to

			students with internalizing and externalizing behaviors. Currently we use our discipline and attendance data for SEL measures.	coordinate outside of school supports allowing our Student Support counselor more time for targeted interventions in school. Additionally, CHS would benefit from a quality SEL curriculum that high school students/teachers find relevant and engaging.
Educator Evaluation				
Professional Learning	Teachers attend training on social-emotional topics, such as trauma-informed, brain research, and calming strategies.	CHS needs to continue to work on professional development in regards to our student dispositions (Respect, Safety, and Character). There should be time to align student dispositions with general education standards/ curriculum.		CHS is in need of Professional Development to help students develop a growth mindset.
Professional Collaboration	Teachers/Support staff share strategies for self-care. Teachers/Support staff share effective strategies for communicating with specific students (what works best with the student).			

Tiered System of Support		CHS will continue services with Central Kansas Mental Health to provide students with opportunities to improve their Social/Emotional well-being.		CHS would benefit from behavioral interventionists to implement Tier 2 and Tier 3 groups throughout the school day.
Family, Community and Business Partnerships	CHS would like to provide more access to CAPS(Child Advocacy and Parenting Services), public library, health department, Central Kansas Mental Health both for students during the day and for students and families throughout the day.		CHS needs to continue to collaborate with Central KS Mental Health, CAPS, public library, health department, CKF and other outside community resources.	

State Outcomes – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable. (Not all areas are applicable to each building – only complete ones of relevance.)
Civic Engagement	The social studies curriculum is designed to give the students the skills they need to be civically engaged students. Career and Technical Education provides internships and volunteer opportunities. Through CHS's partnership with Big Brothers Big Sisters High School students apply to mentor Lakewood Middle school students as their Big. This program is facilitated by Big Brothers Big Sister and helps meet a community need by reducing Lakewood students on the waitlist for a Big. Bigs/Littles meet during school time once a week.
Graduation Rate	The five-year graduation rate at CHS is 88%, however last year we hit a five year low of 82%. There are a number of factors that lead to the low graduation rate. Several students who left school after the pandemic left for the workforce. This factor impacts graduation rate in addition to all of the other traditional reasons students decide to drop out. CHS has a group of students who entered the school, became extremely credit deficient, and were never able to get on track to graduate even with interventions put into place.
Postsecondary Effectiveness	Our five-year Effective Rate average is 44.3%. During last school year we had an Effective Rate of 45%.

State Outcomes – Fundamentals and Structure Identification:

Think about the data and current performance. What needs exist in each area to reach a desired state and positively impact the data?

Complete the table below for those structure areas (not all boxes need filled).

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation		Opportunities are necessary for CHS Tier 2-3 students in the building to earn elective credits while in the (Performance Based Diploma) PBD Program. These opportunities come from an expanded catalog of courses that are already available through Edgenuity but not accessible to our students at this time.		
Educator Evaluation				
Professional Learning			Staff would like training on alternative types of assessment.	
Professional Collaboration				
Tiered System of Support		CHS created a Tier 3 program during the 23-24 school year known as PBD academy. This program offers the most amount of structure to students who are credit deficient and at risk of not graduating.		
Family, Community and Business Partnerships				Providing our Tier 2-3 students with opportunities to hear from community professionals to help create goals and aspirations to find

				a career pathway. Building these goals and aspirations are instrumental in helping our students meet our building standards of student disposition.
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Rose Capacities:

Educational Capacities (pursuant to K.S.A 72-3218): How are you ensuring every child in your school is provided at least the following capacities?	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	World Languages: Listening, speaking and writing activities help students practice their vocabulary and overall communication skills in the target language. Social Studies: We have a variety of instructional strategies and projects that are used in each classroom to help students learn skills that are transferable and support their learning. For example, students will answer a data-based question (DBQ) in each class. Media Center: Our students practice oral and written communication with activities such as book spine poetry, scavenger hunts, book club, oral book reports, and face-to-face interactions with library patrons. ELA: We provide consistent opportunities to meet speaking and listening standards. Our common assessments include a speaking and listening component as well as writing. Narrative, informational, and argumentative essays are written across grade-level. There is an emphasis on citing evidence from complex texts. In workshopping essays, students orally record their essays. Students participate in collaborative group discussions. SPED: Students are provided consistent opportunities to meet speaking, listening, and writing standards at their instructional level. CTE: In our content areas, we give students opportunities to learn and practice content specific vocabulary. Math: Our curriculum incorporates word problems and math application within the curriculum Business/Media: We provide opportunities like (Youth Entrepreneurship Challenge) YEC where students work on oral and written skills
2. Sufficient knowledge of economic, social, and political	World Languages: Students are provided the opportunity to compare cultures in relation to current events.

systems to enable students to make informed choices.	Social Studies: We teach each of these topics in all classes and work to ensure that current events are discussed in class to help students make informed choices. Media Center: We offer books and resources on history, politics, and political figures. Staff also present on database usage and research for students to make informed opinions. ELA: Our students read diverse literature, choose argumentative topics for research, discuss civil disobedience with texts related to this theme, and hold mock trials and debates with literature. SPED: We teach lessons on current events, tie historic eras to current issues, and provide relevant geography skills. CTE: We discuss subject matter aligned with our curriculum. The economy plays a huge role in our area such as discussing budgets, economic changes affecting wages and job opportunities. Math: Our curriculum specifically teaches data and statistics literacy to help students make informed choices. Business/Media: We discuss subject matter along with economic, social and political systems in a variety of our classes like financial literacy, business essentials, marketing, etc.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Social Studies: The curriculum is designed to give the students the skills they need to be civically engaged students. Students are taught the history of our electoral process and the role of each level of government. Additionally, students are encouraged through discussion and current events to be well informed and learn to critically analyze information about world events so they can make informed decisions when they vote. ELA: Our students read foundational documents in American Literature, i.e., Declaration of Independence, Bill of Rights, Iroquois Constitution as well as fictional works like <i>The Crucible</i>, <i>Dear Martin</i>, "Most Dangerous Game." Media Center: The library offers books on government and current event issues. We offer presentations on databases and media literacy so students can make informed opinions and recognize facts when conducting research. SPED: With our students, we discuss CNN10, World A to Z, and podcasts regarding current issues that affect our community, state, and nation. CTE: We discuss the issues of current events that are currently affecting our specific content area including laws etc. Business / Media: Bell ringers that relate to current events Counseling: The Counseling department posts building and community volunteer opportunities on Google Classroom as well as identifying and meeting with individual students who may be good fits for various opportunities. They host a career fair and college fair and management of resource closet and food pantry.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	World languages: Our students are provided the opportunity to hold one-on-one conversations and complete self-reflection activities.

	Social Studies: Classroom discussions are a part of most classes. Comparisons of struggles from historical issues to current issues students may be facing are made in order to promote understanding, resilience, and empathy. Media Center: Media center offers books and resources over mental and physical wellness. Media center offers presentations on conducting research to find relevant information on these topics. ELA: Students write narratives and journals. We facilitate discussions over values and beliefs and independent reading for self-reflection and interest. SPED: Students write responses to journal prompts. Executive Functioning Skills are taught in Study Skills Classes. Weekly check-ins with students. CTE: We have students do self-assessments as one example. Students need to know where they stand with soft skills regarding employability etc. Math: We model and encourage growth mindset practices in the classroom. Business / Media: Students participate in classroom discussions, bell ringers, and journal entries. Counseling: The Counseling Department creates ELO lessons, does health class mental health presentations, supports link leaders' activities, creates a monthly social-emotional focus posted to Google Classroom and shared in parent newsletter, and provides small group counseling in areas of grief, anxiety & stress management, healthy relationships.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	World Languages: We provide opportunities for native speakers to expand their knowledge and appreciation of their language and culture. Social Studies: We explore a variety of historical and current cultures within the social studies curriculum. Music and art are also incorporated into some units to promote historical heritage. ELA: Students read foundational and seminal texts that tie to one's beliefs in American Literature and complete projects centered on media and visual connections. Guest speakers provide opportunities for students to express their beliefs in different forms like poetry and storytelling. We facilitate class discussions related to students' backgrounds. Media Center: The media center offers books and resources on the arts, different cultures, and historical heritage. The media center offers access to databases for research about these important topics. SPED: We work to include African American, Hispanic, and Women from different eras in history. Study Skills readings fall within our monthly focus, including ethnicity and women. CTE: Where applicable, we teach students to be proud of their heritage and embrace their culture. Band/Choir/Orchestra/Theatre: All of our items here also fall under the KSDE rose capacities for community engagement capacities 2 & 3: The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together. We can go further if we can work toward the following:

	● Band/Choir/Orchestra/Theatre: LED lights proscenium; hanging ellipsoidals need maintenance or replaced in front of house lighting fan is making very loud noise; DMX outputs back of the stage and a relay box for incandescent lights maintenance or replace auditorium seating and ADA compliance for sound and seating Business / Media: We encourage cultural awareness.
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.	World Languages: We offer the Seal of Biliteracy test which provides special opportunities in various fields of work and postsecondary education. Social Studies: Our focus in our department is to help students develop their critical thinking skills. We have differentiated curriculum choices, such as Advanced Placement (AP) classes, to help prepare students for academic fields and university work. We teach additional classes such as Psychology and Sociology, that will help students prepare for life after high school. ELA: We provide ACT prep, cover letter and resume writing, APA and MLA formatting, proper “netiquette” with email writing, researching with databases and using media appropriately. Media Center: The media center offers books and resources on academic and vocational endeavors. As well as resources for academic and college admission testing preparation. SPED: Our students complete College and Career Ready and Strategies for Success courses on Edgenuity. We provide other opportunities through Xello activities, weekly transitions in Extended Learning Opportunity, and lessons on Executive Functioning Skills. CTE: This is basically what we do and what CTE is. Math: The Math department offers AP Calculus and AP Statistics. Theater: We pay for leaders/teachers to attend the Kansas Thespian Festival and International Thespian Festival to facilitate student learning and training in theater arts. Business / Media: We have worked to expand dual/college credit opportunities and focused on employability skills in the different industries that relate to our classes. Counseling: The Counseling Department helps implement and monitor Xello lessons and they hold individual meetings with each student to discuss Pathways and courses that align to their IPS. They host parent information/enrollment nights for current students and incoming freshmen and do general and Enrollment presentations for students with information specific to their grade level. The department provides financial Aid assistance in partnership with local colleges, sharing scholarship resources posted on Google Classroom, website, and in parent newsletter. The department monitors weekly grade reports and assists with after school credit recovery and summer school.
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in	World Languages: We offer the Seal of Biliteracy test which increases the qualifications required by some employers. Speaking a second language increases the likelihood of being hired and a higher pay rate. Social Studies: Our focus in our department is to help students develop their critical thinking skills. We have differentiated curriculum choices, such as AP classes, to help prepare students for academic fields and university work.

academics or in the job market.	ELA: We provide ACT prep, cover letter and resume writing, APA and MLA formatting, proper “netiquette” with email writing, researching with databases and using media appropriately. Media Center: The media center offers up to date information on academics and vocations to ensure students can compete with their counterparts. SPED: We have the Pre-Employment Transition Services personnel visit monthly. Kansas Youth Empowerment Academy presents workshops and training for students with disabilities. Band/Choir/Orchestra/Theatre: The Arts as Creative Personal Realization: Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction. cyc lights replacement. We can go further if we can work toward the following: ● Theater-Transportation Theatre to theatre competitions ● Band/Theatre- Band trailer 18 ft., could also be used for Theatre to transport scenery, props, and costumes CTE: Again, this is what we do in CTE. We have students participate in things like Skills USA and the Western Kansas Technology Fair Math: We intentionally incorporate rigor and critical thinking skills into the curriculum. Business / Media: This is what our classes are designed for and we have students participate in things like (Young Entrepreneur Council) YEC, conferences, Kansas Scholastic Press Association, Fall/Spring conferences for journalism, regional/state/national competitions. Counseling: The department ensures every child has sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market by hosting and supporting the following activities: Beyond Schools Walls; Big Brother Big Sisters; Business (On Job Training (OJT); Internships; Peer Tutoring; and holding students' support meetings.
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Building Barrier Statement:

What are the barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment?
Response: ● All students do not attend school daily or on grade level. ● Students who exit and earn a GED or diploma from a non-accredited private school count against the building’s graduation rate. Possible solution to help overcome barriers: ● Remodel the PBD area to provide a separate space for the PBD academy without bells and a separate entrance.

- Math coach to work with Math and Science teachers to analyze data and improve instructional practices.
- Literacy Coach to work with very low-level Reading students and work with teachers to improve literacy instruction across all classrooms.
- Additional Family Support Counselor to manage Tiers Interventions.
- Universal Social Emotional screener.