

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



[South 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 English Language Arts: Decrease % at Level 1	Our state assessment scores from 2023-2024 show a 4% decrease in the number of students scoring at a Level 1 on the KS English Language Arts Assessment compared to the previous school year. While this is an improvement from the previous year, it remains the same as the baseline data. There is a noticeable decrease of level one scores in our free and reduced lunch demographic.
KSA English Language Arts: Increase % at Level 3 & 4	Our state assessment scores from 2023-2024 show a 1% increase in the number of students performing at a Level 3 & 4 on the KS English Language Arts Assessment compared to our baseline data. The number of Hispanic students scoring at levels 3 & 4 have consistently improved over the last 2 years. Also worth celebrating, 8% of English Language Learners students scored at Level 3. In the previous 2 years no students in this sub group scored above a Level 2.
Complex Communication Rubric: Increase % at Demonstrating Level	Our growth measure data from 2023-2024 shows an 11.6% increase in the number of students performing at the Demonstrating Level on the SPS Complex Communication Rubric compared to the previous year.
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	Add a Literacy Coach. This position could be shared between South and Central. The intensive reading teachers need more diagnostic testing and/or curriculum support. Fall 2024 iReady Results: 49.80% of students			We need more sophomore textbooks. Each teacher currently has a class set. We need more freshman textbooks. Students have to share what we have. We could use 1-2 more individuals that can assist with bilingual support.

	achieving below the 40th percentile.			
Educator Evaluation				
Professional Learning				
Professional Collaboration		We need time each school year (during contract hours) to work with our CHS & SMS counterparts. Mapping curriculum isn't a one and done thing. We would like to have a more in depth look at vertical and horizontal alignment.		
Tiered System of Support				Continue Extended Learning Opportunity (ELO) support through the Writing Center.
Family, Community and Business Partnerships				Have each department head come to a Site Council meeting.

Critical Thinking 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 Math: Decrease % at Level 1	Our state assessment scores from 2023-2024 show a 2% decrease in the number of students performing at a Level 1 on the KS Math Assessment compared to the previous school year. Continue to identify students and placement into support classes such as Algebra 1 Lab and Geometry Lab. Review Algebra 1 and Geometry Utilize Multi-tiered Systems of Support (MTSS) support to provide academic strategies and support within the Algebra 1 and Geometry classrooms. Provide intensive tutoring during Extended Learning Opportunity (ELO) and other support time to remediate skill deficits utilizing diagnostic testing and interim exams.

KSA Math: Increase % at Level 3 & 4	Our state assessment scores from 2023-2024 show a 3% increase in the number of students performing at a Level 3 & 4 on the KS Math Assessment compared to the previous school year. Continue STEM lab during Extended Learning Opportunity (ELO) Continue advanced level math courses
KSA Science: Decrease % at Level 1	Our state assessment scores from 2023-2024 show an 1% decrease in the number of students performing at a Level 1 on the KS Science Assessment compared to the previous school year.
KSA Science: Increase % at Level 3 & 4	Our state assessment scores from 2023-2024 show a 7% increase in the number of students performing at a Level 3 & 4 on the KS Science Assessment compared to the previous school year. Added a .5 science position to the department.
Critical Thinking Rubric: Increase % at Demonstrating Level	Our growth measure data from 2023-2024 shows a 20% increase in the number of students performing at the Demonstrating Level on the SPS Critical Thinking Rubric compared to the previous school year.
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	New texts for Algebra 1 and Geometry	KSDE conferences		Attend NCTM KSDE conference Attend Bethany College professional development We currently have 7 math positions which is a reduction from 10 in previous years. An additional staff member would help in reducing class sizes for the Algebra 1 and Geometry classes. Also, it would allow for more

				upper-level classes to be taught within our building. It would also provide additional time for support classes or tiered support.
Educator Evaluation				
Professional Learning	NCTM February 6, 7, 8, 2025			Training on Instructional Coach for MTSS personnel.
Professional Collaboration		Collaboration time with Central HS and SMS.		Maintain department common collaboration time and KSDE conference attendance.
Tiered System of Support			Continue to provide common collaboration time	Math instructional support with MTSS staff Continue ELO support through the STEM center.
Family, Community and Business Partnerships	Parent teacher conferences			

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	Our data shows an increase in the number of social emotional behavior offenses, which shows a need for continued resources and support. Maintain current support staff to provide SEL support such as MTSS, Social Workers and Student Support. Continue to identify students and placement into support courses like Partners4Success and Teen Builders. Purchase curriculum to address common South High SEL issues (perseverance, accountability, willingness, positive decision-making)

	Add an additional administrator who could be dedicated to issues such as chronic absenteeism, cuts, tardies. This would allow deeper focus on SEL offenses. This administrator could also focus on Cougar Academy and other student issues to address our graduation rate.
Chronically Absent: Decrease %	While we showed a decrease after the baseline year, our data since then has stayed consistently around 30%. A year-to-year consistent procedure/practice for chronic absenteeism and truancy is needed. Hire a dedicated at-risk building staff member to assist in working through the process (chronic absenteeism and truancy). This staff member could also be dedicated to running our Cougar Academy program
Self-Directed Learning Rubric: Increase % at Demonstrating Level	
Other Data:	

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	Insert data for SEL SY 24-25 (In progress) - 123 referrals for SEL violations SY 23-24 - 275 referral for SEL violations SY 22-23 - 218 referrals for SEL violations SY 21-22 - 259 referrals for SEL violations			
Educator Evaluation	O			
Professional Learning	PBIS	Right now, the SEL Rubrics feel like something separate		Tier 1 behavior

		and unrelated to the bigger initiatives of the school and district. We need to work with teachers to weave together curriculum and SEL.		Defined Tiers and teacher role as the Tier 1 intervention.
Professional Collaboration				Recognition that a student's path to success does not always follow a linear path and some students may need to have the GED possibility to pursue their goals differently.
Tiered System of Support				Maintain our current level of student support personnel.
Family, Community and Business Partnerships				Maintain partnerships with Central Kansas Mental Health (CKMH) and Central Kansas Foundation to provide additional SEL support to our students.

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	We have established several culture related clubs as SHS such as the Black Student Union, Asian Student Union and Hispanic Student Union. HOSA implementing community and school partnership for organizations as the Children's Hospital. Cougar Academy went to area grade schools to volunteer.
Graduation Rate	Weekly attendance meetings between counselors and administrators are effective for addressing immediate concerns. Established Cougar Academy 2024-2025 school year. Student intervention team meetings occur with counselors, social workers, administrators, parents, students and other school personnel. Increased ELO planning and facilitation of students' advisement and post secondary options.

Postsecondary Effectiveness	FAFSA night, College/Career Fairs, college partnerships for college credit during high school, Advanced Placement courses, Scholarship Bootcamp, Small group meetings with counselors to complete four-year planning & post secondary planning. Data Analytics and Pre-PAC are additional post secondary credentials available to students.
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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				Currently we have 2.5 art teachers. Adding a .5 art teacher would allow smaller classes, increased success for all students within the art department, and expand our course offerings.
Educator Evaluation				Add an additional administrator who could be dedicated to issues such as chronic absenteeism, cuts, tardies. This would allow deeper focus on increased SEL offenses and classroom observations. The time to provide more walk throughs with descriptive feedback would have a direct impact on student achievement.
Professional Learning	Intensive Reading and Special Education instructors need some training in LETRS/ Science of Reading that will help them teach students reading significantly below grade level.	Provide training for teachers on graduation requirements and post secondary opportunities to prepare them as advisors to ELO students.	Teachers are receiving interim scores (reading/math) but need guidance for how to leverage those results into filling skill gaps in their classrooms.	Continued opportunities for summer PD days when teachers can carve out time to collaborate and plan for high quality instruction and receive professional learning specific to their content areas.

Professional Collaboration		Desired: Vertical teaming where content areas can communicate with middle school counterparts to ensure appropriate scaffolding of skills.		Teachers are being pulled to sub during their plan time which then often takes them from participating in Professional Learning Community time. A full-time sub would help alleviate some of that demand on last minute subbing and allow more time to collaborate and plan high quality instruction.
Tiered System of Support			Consistency in screening tools for reading and math would help support Tier 2 & Tier 3 intervention and provide data by which to make placements.	
Family, Community and Business Partnerships				One of our largest barriers is chronic absenteeism. Continued support by employers of teens and their families to help the student learn healthy boundaries and prioritize their education.

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.	Current Status: The expectation of the building-wide writing initiative is that all classes incorporate writing across the curriculum. Speech is a requirement for graduation and oral communication is integrated across the curriculum with presentations and discussion.

	Desired State: High level oral and written communication skills are integrated into every class. Updated curricular materials in speech are necessary to address changing complexity in communication. Visible Learning places a focus on student voice in the classroom. We will continue to facilitate opportunities for academic talk and strategies for students to leverage and improve literacy skills across all curricular areas. Continued PD in the Science of Reading to ensure high quality reading instruction occurring in classrooms across the curriculum.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Current Status: Graduation requirements include courses that focus on economic, social, and political systems. Students are provided multiple perspectives and are assessed for understanding of the systems. Desired State: Identify and integrate areas of deficiency on course requirements such as geography in order to reflect information on assessments. Address noted gaps in terms of vertical and horizontal alignment in social studies K-12 curriculum. Provide professional development and resources for developing appropriate differentiated instruction. Integrate Project Based Learning activities that include interpretation and critical thinking in terms of social systems.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Current Status: Required Social Studies courses introduce and provide information concerning local, State, and federal government levels. Desired State: Students participate in community government processes. Cross-curricular experiences for students to prepare for participation in citizenship. Professional development and resources are needed to provide sufficient instruction in citizenship. Provide opportunities for students to witness the processes in action.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Current Status: Health, including aspects of mental health, is integrated into the Physical Education curriculum. Additionally, mental health supports are available through counselors and social workers as individual support services. There is a community partnership with mental health providers to address student needs at the school level. We have a self-reporting online form (StopIt) for students who are struggling and need additional support. Partnership with CKMHC and CKF for mental health, alcohol, and drug abuse. Provide resources through case management, school website, on-site drug & alcohol prevention support personnel, social workers, Student Support Team meetings bi-monthly.

	Desired State: Added research-based curriculum for support courses such as Partners for Success (P4S) and Tier 1 instruction in ELO. Mental health screening should include student input (currently restricted by legislation). Maintain the Social Worker position for continued mental health support for students. Negotiate ELO as instructional time to leverage this time for programming.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Current Status: A variety of fine arts courses including music, graphic design, sculpture, etc., are available in the schedule, all of which include some investigation of cultural and historical heritage. Partners in Education Across Kansas (PEAK) goals are to create culturally relevant, diverse, and engaging learning experiences using arts integration and social emotional learning activities. Desired State: More teachers would be necessary to provide additional arts and fine arts courses in the schedule. Enhanced cultural curriculum would require additional professional development and curriculum planning time for fine arts teachers. This would provide additional advanced art opportunities for upper-level art students. Curriculum resources for art are needed to provide cultural and historical materials and information and provide resources to Professional Learning Communities for better collaboration.
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.	Current Status: Students are provided opportunities for internships in a variety of fields including education, culinary arts, business, CNA/CMA, and Fire Science as well as CTE pathway coursework in medical investigations and industrial arts with partnerships with Salina Area Technical College and K-State Salina. Xello provides yearly updates on vocational opportunities including options up to earning an associate's degree. Desired State: Increase opportunities for post-secondary credentials. A School to Career Coordinator would help provide additional internships within the community. Also, it would help students explore at a deeper level their career pathways, make arrangements for job shadowing experiences, etc.
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in	Current Status: South offers a variety of advanced, AP, concurrent and dual credit academic courses to prepare students for post-secondary success. CTE pathway courses within the building as well as partnerships with the technical college provide skills that allow students to be competitive in the job market.

surrounding states, in academics or in the job market.	Desired State: Focus should be less on AP coursework and more toward dual and concurrent credit. Additionally, provide more opportunities for scholarships.
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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?
Establishing and communicating significance and value of assessments to students is essential to increasing performance levels. Student attendance is a barrier to mastery of standards. Identifying current levels and gaps in skills is the foundation for improving instruction. Setting goals for students and teachers is essential to impacting levels of proficiency and mastery of skills. Curriculum for all students needs to be aligned to standards (specifically in the area of special education). Student transportation and parent involvement to tackle chronic absenteeism and tardy issues. Teachers utilizing preparation time for substituting instead of academic planning. A full-time building substitute was a need mentioned by every department. Recognition that a student’s path to success does not always follow a linear path and some students may need to have the GED possibility to pursue their goals differently. This path should count as a recognized credential that leads to postsecondary success. High poverty (50%+ Free/Reduced) population of students. Barriers such as transportation and parental involvement to tackle chronic absenteeism and tardy issues.