2024-2025 School Year Building Needs Assessment for 2025-2026 Budget Considerations

District: Geary County USD 475	Bldg #	Grades Served:
School: Junction City High School	7620	9th-12th

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

SECTION 1: Student Needs		Notes
a. Student Headcount	1,580	Total enrollment
b. Percentage of students with an active IEP	16.00%	3 specialized programs are housed in our building
c. Percentage of students enrolled in English Language Learner (ELL) services	3%	49 students
d. Percentage of students identified as At-Risk (Free lunch)?	54%	
e. Pupil-Teacher Ratio Average	12 to 1	includes all certified housed at JCHS
f. Pupil-Teacher Ratio Median	12 to 1	
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. There are learning gaps in student success among race/ethnicity subgroups. Our MTSS, data assessment, and content teams will work collaboratively to disaggregate data, identify specific gaps, determine which standards to target. This information will uide the development of targeted instructional plans and curriculum supports to address and close those learning gaps.	
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 conjuction with MS teams have tiered students for placement in Math Strategies, Pre-Algebra to include advanced placement in Geometry and Algebra II. Students assigned to Math Strategies classes had math daily for additional support.	
k. Are there local assessments to measure reading growth?	Yes. The use of FastBridge screeners allows for the idenfiication 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 begining 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 CBMmath L3 GOM (Fall, Winter, Spring).	

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.

m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Before and after school tutoring, Twilight school for Credit Recovery, flexible schedules, off-campus college classes learning opportunities that we provide to our students to excel or catch-up. Partnered with Cloud County Community College to provide additional classes to excel students in CTE courses, or Associates route. 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?	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. Schoolwide: We utilize Fastrbidge 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 date to target areas of need, and using the data to help specific students. Identify students through our SIT process with IC's and BI's to support student academic and emotional success.	
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 SchooLinks and Character Strong.	
b. What are the targets/goals related to social/emotional growth?	We need to revisit how to see student growth as we did not grade SEL lessons. We did not provide surveys to anyone due to students and parents being able to opt out of survey's we will look at other alternatives to measure growth.	Academy Leaders will focus on lesson engagement and teacher logging in. We will also survey teachers three times next year, Fall (pre), Winter (middle of the year), and Spring (end of the year), focusing on questions about engagement, student growth, and what should we do next.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		
e. How are successes of Individual Plans of Study being measured?	By helping the students pick a procession of courses, we move them to the future plans they have set out and set them up with the skills they will need for the next step. Students are able to develop a portfolio of work to show off their talents and accomplishments. The students are being measured through academic performance, community engagement, and recognized competitions. SchooLinks was introduced this year and his was a much more comprehensive program that will track many more aspects for all JCHS students.	Other ways to measure success as implemented: Quarter Capstone Projects, Credit Checks'/Course Planer, IPS Conferences (Fall/Spring)-with parents, students, and advisor, EOY Senior Capstone Presentations to Underclassmen, CTE Certifications/Program Completers (16 CTE Scholars-second largest in the state, 135 pathway completers, 269 industry recognized certifications earned. Senior Exit Interviews, use of Indicator 13 to support IPS, internships, and adviosry conferencing with Advisor to Student.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Moving into 226-27 school year we are looking at 92% better in attendance, increase in all CTE completers, students gaining options to obtain an associates degree and high school diploma, and 2%-3% increase in graduation rates. We also know that every senior completes an IPS plan for 2 years after high school, postsecondary asset accumulation, and track students through the use of SchooLinks, to include work-based learning experience.	We offer a wide array of courses to help students find what they are passionate about so that they have a clear picture of their passions prior to going into a postsecondary program/career

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 40 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.	Graduation requirements have shifted to Post Secondary Assets which has a strong community based opportunity to gain the asset. Students are invloved in a mutlititude of service events throughout the year.
SECTION 3: Curriculum Needs		**Notes**
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before and after school tutoring, Summer School, CTE summer school for students to obtain an introduction class to excel through their pathway sooner, Early Graduation credit opportunities, Transition Program/Jump Start, Twilight school for Credit Recovery, flexible schedules, off campus college classes, internships, job shadows, STEM through CCCC, and a multitude of activities and athletics provide several opportunities for our students to excel or catch-up. AYPYN was added and we were able to provide cooking clubs, eSports, JStore, floral business and serveral morning tutoring options.	Future ideas: university sponsored trip visits, math competitions, extend to muisical, fall plays, art competitions and much more to get our students involved in.
b. Are there appropriate and adequate instructional materials?	Yes in majority of our content areas. We do need to revisit special education and foundational classes with the state redefining the science graduation completion route.	Fine Arts needs some additional support financially to purchsing sheet music, replacing older equipment, instrument repairs, and chair repairs. CTE: needs assistance in Journalism, curriculum to fill gaps in health science. There is much need to revisit and look at some areas as well.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	For students yes. There is a need for a second device in classrooms to use for Kiosk-student securly passes.	Some upgrades to Smart Boards, print ability in our own building--more paper
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		**Notes**
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 Social Studies 3 credits of Math 3 credits of Science 1 credit of Fine Arts .5 credit of PE and .5 credit of Health .5 credit of Communication 8.5 credits of students elective choosing	Class of 2028 and beyond graduation requirements (24 Credits): 4 credits of ELA 3 credits of Social Studies 3 credits of Science 3 credits of Math 1 credit of Fine Arts 1 credit of STEM .5 credit of PE and .5 credit of Health .5 credit of Communication .5 credit of Financail Literacy 7 credits of students elective choosing
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 students 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	
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?	Not at this time. We are needing another Financial Literacy teacher to get every student their credit.	
b. How many classified support staff are currently employed?	60	
c. How many classified support staff are needed?	dependant on special education numbers and the needs of our students.	

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 Beahvior Specialist to meet the needs of all our academies through our SIT process.Financial Literacy teacher, Chemistry teacher and Communications 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?	This will vary per department but overall our continuation of PD is Advisory training/IPS, SPED, PBIS, MTSS/SIT model, Securly training, KAGAN and engagement strategies: total participation strategies, SEL, mental health and trauma informed teaching, CTE, small group instructional strategies, curriculum implementation, military community and families and technology training.	
SECTION 6: Facility Needs		**Notes**
a. Is there adequate space for student learning?	No.	We do not have enough student desk, learning tables, as well as none of the offices were equipped with new furniture so there is a hodge podge of items in all the academy, athletic, sped suite, and main office. Field space for band and athletics, there is a strange smell that keeps coming up in the FA department, Instrument storage and additional items for art
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes.	We have a lack of storage in classes, especially in the fine arts department. There is a need to finish the sports complex, especially with the lack of resources at Al Simpler, there is a need for a soccer/football practice field here on campus for the safety and to meet the needs of all students. There are several areas that are accumulating water damage due to heavy rains and water rushing into the building.
c. Are additional School Buses needed or any additional Routes needed?	Yes and No.	The new time change has been wonderful. We struggle with support from First Student Transportation with activites and athletics. There needs to be additional support in this area.
SECTION 7: Family Needs/Community Relations		**Notes**
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?	During IPS Days we offered a few classes to support families, as well as during parent teacher conferences. We will continue to offer this throughout the school year during these times.	
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.	Parent Support Team
e. What types of communication exists with families? Is it adequate?	Social Media, Text, Monthly SMORE Newsletter, and Email Alerts. We do believe that it is adequate though we need to focus on how to get better feedback from families to support their needs.	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, SMORE Newsletters, 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)	
SECTION 8: School Data		**Notes**
a. Building Attendance Rate	90.20%	Used KSDE 2025 Accountability Report

b. Building Chronic Absenteeism Rate	34.90%	
c. District Chronic Absenteeism Rate	91.70%	
d. District Graduation Rate	91.70%	
e. District Dropout Rate	0.40%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		**Notes**
a. What is our building graduation rate	90.20%	Used KSDE 2025 Accountability Report
b. What is our building dropout rate?	0.40%	
c. What is our average comprehensive ACT score?	16.5	
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?	A constant challenge is retraining teachers in school- and district-initatives: KAGAN Cooperative Learning, engagement strategies, PBIS, IPS, and more. Long-term subs help fill the need of teaching staff, but not without potential long-term effects to student learning. Military deployment also affects our student body and teaching staff. We also are faced with supporting the mental health of our students and staff with limited mental health providers. We are wanting to provide more support in our SIT process but struggle with only 2 Behavior Interventionist, the needs to acquire two more would provide every academy with additional supports to meet the needs of our students and their challenges. We would also like to finish the facility, instead of constantly adding as we go, we need to meet the needs of our students and staff by completing the necessary construction on campus.	
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:	We offere free CCCC classes online, at Cloud's campus and dual credit. Are hopes are to continue to have this opportunity for our students.	