

## 2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

<b>District:</b> 107 Rock Hills	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Rock Hills Jr/Sr High School	2977	6-12

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

SECTION 1: Student Needs		Notes
a. Student Headcount	166	
b. Percentage of students with an active IEP	12.70%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	40.54%	
e. Pupil-Teacher Ratio Average	9.2 to 1	
f. Pupil-Teacher Ratio Median	14.0	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	We had 3 students in DCF placement at their grandmothers
h. Are there gaps in student success among race/ethnicity student subgroups?	No	
i. Is there a tiered system of support to target reading growth?	Yes	MTSS
j. Is there a tiered system of support to target math growth?	Yes	MTSS
k. Are there local assessments to measure reading growth?	Yes	classroom assessments/Semester Pre/Post Tests
l. Are there local assessments to measure math growth?	Yes	classroom assessments/Semester Pre/Post Tests
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Teachers are available before and after school to assist students, Summer STEAM camp, After school enrichment through K-State.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	MTSS system and KESA goals and interventions	Hegerety, Reading Rewards, 95% Group intervention materials.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	All goals are set to KESA goals which will impact
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?	SAEBRS	Locally developed student surveys given each spring. (not given this year due to lack of opt in forms)
b. What are the targets/goals related to social/emotional growth?	Increase the number of students in the low risk category of SAEBRS on the Spring 2023 test	categorically increase scores on student survey.
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?	Graduation Rate, Post Secondary Success Rate	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Remain ahead of the predicted KESA target success indicators	We measure Post secondary success rate as defined by the state
g. How are you ensuring students are civically engaged?	Promotion of CTSO participation and Civic Engagement Committee	
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer STEAM camp. Cooking with Kids after school program and after school Art program through K-State and Jewell County extension agency	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
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)	Yes	
c. Is every child in your school provided at least the following capacities?	No	Due to class sizes, limited instructional time,

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A needs assessment for each attendance center within the USD needs to be completed by the USD leadership and board of education and posted on the USDs website; a copy should also be available at the USDs administrative offices.

Light yellow cells are intended to be filled in.

- Use steps below to copy this tab in order to create a separate needs assessment for other buildings:
1. Right click this tab at the bottom of the Excel window (originally named "Bldg 1 Needs Assessment", but may have been renamed).
  2. Click "Move or Copy...".
  3. Check "Create a Copy" box.
  4. Select this tab (originally named "Bldg 1 Needs Assessment", but may have been renamed) in order to place the copy to the left of this tab.
  5. Click OK and the new tab will appear, ready to edit.
  6. Right-click the new tab & Click "Rename" to edit the name.

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.

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1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	No	Due to class sizes, limited instructional time, needs of low functioning students are not being adequately met.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	No	Due to class sizes, limited instructional time, needs of low functioning students are not being adequately met.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	No	Due to class sizes, limited instructional time, needs of low functioning students are not being adequately met.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	No	Due to class sizes, limited instructional time, needs of low functioning students are not being adequately met.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	No	Due to class sizes, limited instructional time, needs of low functioning students are not being adequately met.
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.	No	Due to class sizes, limited instructional time, needs of low functioning students are not being adequately met.
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.	No	We are beginning to address the needs of technical skills careers

<b>SECTION 5: Staff Needs</b>		<b>Notes</b>
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?	No	Our Ag teacher will be on a CTE certificate and not licesne
b. How many classified support staff are currently employed?	3	
c. How many classified support staff are needed?	3	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We do not have a nurse or licensed counselor (our acting counselor has a Social Work degree) We also do not have a full time MTSS coordinator
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	No	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Continue PD on KESA iniatives to meet swudent success targets	Time for Staff to look at student Data, No PLC time available

<b>SECTION 6: Facility Needs</b>		<b>Notes</b>
a. Is there adequate space for student learning?	No	Due to number of students we are short 2 classrooms at this time and no office space for support staff(gifted, speach, psych, etc..)
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	HVAC, Secure entries, effecitive communication system, leaks from celing
c. Are additional School Buses needed or any additional Routes needed?	NA	Additional drivers needed

<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	Yes	Parent Teacher Conferences twice a year, back to school 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?	None	
c. Do you have an active Site Council?	Yes	SITE council
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Grizzly Pride

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e. What types of communication exists with families? Is it adequate?	Facebook, Mass Email, District Calendar, District Website, Remind App, Swift Reach	
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Mass Email, District Calendar, District Website, Remind App, Swift Reach	

SECTION 8: School Data	Notes
a. Building Attendance Rate	85.0%
b. Building Chronic Absenteeism Rate	15.0%
c. District Chronic Absenteeism Rate	45.1%
d. District Graduation Rate	88.0%
e. District Dropout Rate	0.06

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)	Notes
a. What is our building graduation rate	88.0%
b. What is our building dropout rate?	0.06
c. What is our average comprehensive ACT score?	18.8

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?	3 have been identified: Behavioral- will be addressed through modified Well Managed Schools program. SEL- Second Steps 6-8 curriculum and Locally Developed PBIS system. College and career Ready- Xello. In addition, Chronic Absenteeism is a major cause of academic and behavioral issues.	
1. Can these be achieved with additional resources?		3 have been identified: Behavioral- will be addressed through modified Well Managed Schools program. SEL- Second Steps 6-8 curriculum and Locally Developed PBIS system. College and career Ready- Xello. In addition, Chronic Absenteeism is a major cause of academic and behavioral issues.
2. Why or why not?		
b. Additional building unique items:		

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