2021-2022 School Year Building Needs Assessment for 2022-2023 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	1,649	
b. Percentage of students with an active IEP	18.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services		
d. Percentage of students identified as At-Risk (Free lunch)?		
e. Pupil-Teacher Ratio Average		
f. Pupil-Teacher Ratio Median		
h. Are there gaps in student success among race/ethnicity student subgroups?	**KAP Scores: All Students Percentage of 3/4** **2017-18 ALL** Math (17.52) ELA (27.78) Sci (30.94) 2017-18 AA Math (8.82) ELA (17.64) Sci (12.49) 2017-18 Lat Math (12.08) ELA (26.12) Sci (21.04) **2018-19 All** Math (19.3) ELA (24.77) Sci (27.92) 2018-19 AA Math (10.34) ELA (15.5) Sci (11.11) 2018-19 Lat Math (14.27) ELA (17.46) Sci (22.96) **2019-2020 COVID** 2020- **21 ALL** Math (17.08) ELA (29.02) Sci (30.05) 2020- 21 AA Math (6.57) ELA (22.21) Sci (12.69) 2020- 21 Lat Math (12.93) ELA (24.08) Sci (27.26)	
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. Algebra I with lab serves to support students identified in 8th grade as needing further support with algebraic standards/knowledge before moving on through more advanced math classes.	
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) 9-12	
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	After school tutoring, Twilight school for Credit Recovery, flexible schedules are serval opportunities that we provide to our students to excel or catch-up.	
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	**ELA:** USD 475 has adopted an ELA curriculum (StudySync) in order to strengthen Tier 1 and 2 instruction. 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. **Math:** JCHS is in the process of a curriculum adoption for Geometry, Algebra I and Algebra 2 in order to enhance Tier I instruction as well as garner more Tier 2 resources to support student skills. **Schoolwide:** We ustilize Fastrbidge Screening data to identify areas of student need. **Utilizing screening data to identify areas of student need**	
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)		
a. How is social/emotional growth being measured?	Through our Advisory model using XELLO and CCCC Framework.	
b. What are the targets/goals related to social/emotional growth?	22-23 is our baseline year with our SEL program. Once we are able to conduct our pre-test and post-test we will be able to look at targeted assisted areas for growth.	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	NA	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	NA	

e. How are successes of Individual Plans of Study being measured?	We are in the BOY with our Advisory reset. This is a baseline year and we will be revisiting it to see where we are at through the process. We will also look at Pathway Completors and look at our data.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	2026: 95% graduation rate. We are currently working on a tracking system that will allow us to follow up with students after they graduate from JCHS to notify us with their post-secodary success.	
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 36 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.	

SECTION 3: Curriculum Needs
		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	After school tutoring, Summer School, Transition Program/Jump Start, Twilight school for Credit Recovery, flexible schedules are serval opportunities that we provide to our students to excel or catch-up.	
b. Are there appropriate and adequate instructional materials?	ELA adoption of StudySync textbooks (9-12); PreAP I-II adoption of SpringBoard/College Board/AP distinction (9-10); Math piloting of new texts (Algebra I, Geometry, Algebra II); AP books updating textbooks to meet College Board expectations (AP Chem. Bio, Calculus); Biotechnology purchases texts; Spanish curriculum creating UBD.	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	We are currently up to date when it comes to technology as well as our technology needs.	

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 Science 3 credits of Math 3 credits of Science 1 Fine Arts credit .5 credit of PE and .5 credit of Health .5 credit of Communication 8.5 credits of students elective choosing	
c. Is every child in your school provided at least the following capacities?		
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?	Currently not time at this times, as we have a few long term substitutes filling in for classes.	
b. How many classified support staff are currently employed?	64	
c. How many classified support staff are needed?	Currently we have 8 open positions that are available, 6 paraeducators, 1 partime McKinney Vento Associate, 1 cook, on paper. We would like to add 4 more classified positions, Study Hall proctor positions, Weight/PE Aide, and bus support monitor.	
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. We need 2 more Beahvior Specialist to meet the needs of all our academies.	
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?	Our continuation of PD is Advisory training, SPED, Safe and Civil, MTSS/SIT model, AVID, SEL, CTE, and technology training.	

SECTION 6: Facility Needs
		Notes
a. Is there adequate space for student learning?	No	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	yes, multiple areas need to be finished	
c. Are additional School Buses needed or any additional Routes needed?	yes	

SECTION 7: Family Needs/Community Relations
		Notes
a. Do you have regular events to engage parents with teachers?	We do not have them scheduled at this time but we are working on the calendar to get them scheduled and shared out with families.	
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?	We do not at this time.	
c. Do you have an active Site Council?	We do.	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	JCHS has a Parent Support Team	
e. What types of communication exists with families? Is it adequate?	Social Media, Text and Email Alerts. We do believe that it is adequate.	

f. What types of communication/social media exists with your community? Is it adequate?	Social Media. Yes.	

SECTION 8: School Data | | **Notes**
a. Building Attendance Rate	83.6%	
b. Building Chronic Absenteeism Rate	51.3%	
c. District Chronic Absenteeism Rate	27.6%	
d. District Graduation Rate	87.0%	
e. District Dropout Rate	1.7%%	

SECTION 8A: High School Needs (buildings with grades 10 through 12 only) | | **Notes**
a. What is our building graduation rate	87.0%	
b. What is our building dropout rate?	1.8%	
c. What is our average comprehensive ACT score?	17.1	

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?	We have a very transient population (military transfers, high poverty mobility, unidentified transitional living situations). Retrain teachers in AVID and getting all through the pathway courses. Long term subs and the long term effects with student learning. Deployment and the effects it has on students. Mental health needs not only for students but for staff and not enough mental health providers.	
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:		
	Answered all above.	
Additional Resources Lost after the COVID year or need due to demands	1/2 AVID 1/2 Communication, AG Science, PE, STEM/DRAFTING, ADMIN, Art,	