

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

<b>District:</b> USD 248 Girard	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Girard High School	1262	9-12

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

SECTION 1: Student Needs		Notes
a.	Student Headcount	283
b.	Percentage of students with an active IEP	10%
c.	Percentage of students enrolled in English Language Learner (ELL) services	Less than 1%
d.	Percentage of students identified as At-Risk (Free lunch)?	43.66
e.	Pupil-Teacher Ratio Average	16:1
g.	Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes  The school resource systems are in place to meet the needs of this sub-group. Additional training to support childhood trauma with this student population would be beneficial moving forward.
h.	Are there gaps in student success among race/ethnicity student subgroups?	No  Student subgroups are graduating at or above their peers.
i.	Is there a tiered system of support to target reading growth?	Yes  Traditionally, GHS has used the following testing results to evaluate student success and curriculum: IXL-a comprehensive K-12 curriculum with Real-Time Diagnostic, personalized guidance, and actionable analytics to help personalize instruction and help students progress faster in Math, Reading, Grammar, and Science, Kansas State Assessment, Pre-ACT 9, Pre-Act 10, ACT, STAR, KELPA, and instructor's pre and post tests. In the past four years, GHS has added the following assessments: Kansas Communities that Care, a survey for 10th and 12th graders that provides valuable insights on the health risk behaviors and opinions of students at GHS so the risks can be identified and the programs and activities needed can be adjusted or added; FastBridge Reading and Math, a program that helps the faculty to identify students for additional support and monitors growth; and SAEBRS, a program that screens students to identify school, class, and individual social-emotional learning needs. With the data provided by these assessments, faculty are able to accurately modify their lesson plans to differentiate for the strengths and weaknesses of the students in their classes. MTSS focuses on collecting and using data-based decision-making from the assessment system: universal screeners, state test scores, diagnostics assessments, progress monitoring tools, and teacher observation records to inform decisions about tiered support placement. This data allows GHS to place student in classes and schedules appropriately throughout their four year window. As students are identified, they are placed in various classes and small group seminars to help them improve their scores. To help those

j.	Is there a tiered system of support to target math growth?	Yes	Traditionally, GHS has used the following testing results to evaluate student success and curriculum: IXL-a comprehensive K-12 curriculum with Real-Time Diagnostic, personalized guidance, and actionable analytics to help personalize instruction and help students progress faster in Math, Reading, Grammar, and Science, Kansas State Assessment, Pre-ACT 9, Pre-Act 10, ACT, STAR, KELPA, and instructor's pre and post tests. In the past four years, GHS has added the following assessments: Kansas Communities that Care, a survey for 10th and 12th graders that provides valuable insights on the health risk behaviors and opinions of students at GHS so the risks can be identified and the programs and activities needed can be adjusted or added; FastBridge Reading and Math, a program that helps the faculty to identify students for additional support and monitors growth; and SAEBERS, a program that screens students to identify school, class, and individual social-emotional learning needs. With the data provided by these assessments, faculty are able to accurately modify their lesson plans to differentiate for the strengths and weaknesses of the students in their classes. MTSS focuses on collecting and using data-based decision-making from the assessment system: universal screeners, state test scores, diagnostics assessments, progress monitoring tools, and teacher observation records to inform decisions about tiered support placement. This data allows GHS to place student in classes and schedules appropriately throughout their four year window. As students are identified, they are placed in various classes and small group seminars to help them improve their scores. To help those
k.	Are there local assessments to measure reading growth?	Yes	Fastbridge, IXL, STAR
l.	Are there local assessments to measure math growth?	Yes	Fastbridge, IXL
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Wednesday early release program for struggling students. After school tutorial 4 days a week. Summer school offered the month of June. GHS also offers a fully functional virtual school to help students who struggle in the traditional classroom setting.
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		Content level teams meet monthly to review interim tests, Fastbridge, IXL and STAR scores. During these meetings, the teams identify curricular weaknesses, student deficiencies and modify the taught curriculum in the core classes. Students shown to be At Risk and behind in academic standards are required to attend after school tutorial.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	We keep track of the students that scored low on the state assessment on a spreadsheet. Teachers note why they believe each child scored low (attention to task, low academically, behavior, etc). The low score and reason is noted on the students IPS.
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>			Notes
a.	How is social/emotional growth being measured?	Fastbridge SAEBERS is a mental health screener that students take twice per year.	
b.	What are the targets/goals related to social/emotional growth?	Growth away from the high risk category measured twice per year	

c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A	
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A	
e.	How are successes of Individual Plans of Study being measured?		Students are required to make short term and long term goals yearly. Success is measure by the results of these goals. Over the past five year window this process has gone from non-existent to a primary focus within our school. Starting in 18-19 all students were required to start an IPS process. This process includes a strengths/weakness evaluation, job interest profile, weekly grade tracking, and student led conferences once a year. The overall goal initially was to expand the students' knowledge of potential job opportunities and to help students start making educated decisions about classes and pathways that could help lead them to a successful occupation. We saw a deficit with our kids knowing the opportunities out there. We do have a lack of time developing this. More time or staff to focus on this would be helpful. More detail and more time would help. Helped develop a clear picture and adjust to grade levels. Restructure the student led conferences based on what kids have achieved. Done during seminar time, classroom activities including grade graphing, resumes etc. Career
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		90% will with attend a postsecondary program or earn a business recognized certification
g.	How are you ensuring students are civically engaged?		Working with students to ensure that they understand the role productive citizens play in democracy at the local, state, and national level is important to GHS. Prior to Covid restrictions, all GHS students learned about the needs of their community and the opportunities to serve by completing a yearly community service project. Civic and social engagement is also built into the curriculum at GHS. American History students complete weekly current event reports to learn about the problems facing society and to suggest and debate possible solutions. Seniors learn about the structure and function of the institutions of the U.S. government and their roles as citizens. GHS Government students also spend time studying current issues, political ideology and the importance of casting an informed ballot. Students are given the opportunity to register to vote and go to the polls with their class so that they are more comfortable with the process and are more likely to vote in the future. Government students also work to identify problems facing the country and draft mock legislation as solutions to these
<b>SECTION 3: Curriculum Needs</b>			Notes
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		Wednesday early release program for At Risk students. After school tutorial 4 days a week. Summer school offered the month of June.
b.	Are there appropriate and adequate instructional materials?	Yes	If materials are validated as a need, USD 248 budgets the expenditure in the yearly budget.
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	If materials are validated as a need, USD 248 budgets the expenditure in the yearly budget.
<b>SECTION 4:</b>			
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	GHS requires 24 credits for graduation.

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	Within the assessed and non-assessed curriculum standards, GHS offers many units and activities within courses to help provide communication skills and basic skills to the students. Embedded into the assessed curriculum in English, social studies, and science include many activities that practice oral presentation skills, both individual and group and many activities that practice reading
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	Working with students to ensure that they understand the role productive citizens play in democracy at the local, state, and national level is important to GHS. Prior to Covid restrictions, all GHS students learned about the needs of their community and the opportunities to serve by completing a yearly community service project. Civic and social engagement is also built into the curriculum at GHS. American History students complete weekly current event reports to learn about the problems facing society and to suggest and debate possible solutions. Seniors learn about the structure and function of the institutions of the U.S. government and their roles as citizens. GHS Government students also spend time studying current issues, political ideology and the importance of casting an informed ballot. Students are given the opportunity to register to vote and go to the polls with their class so that they are more comfortable with the process and are more likely to vote in the future. Government students also work to identify problems facing <del>the country and draft mock legislation as solutions to these</del>
	3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	Working with students to ensure that they understand the role productive citizens play in democracy at the local, state, and national level is important to GHS. All GHS students learned about the needs of their community and the opportunities to serve by completing a yearly community service project. Civic and social engagement is also built into the curriculum at GHS. American History students complete weekly current event reports to learn about the problems facing society and to suggest and debate possible solutions. Seniors learn about the structure and function of the institutions of the U.S. government and their roles as citizens. GHS Government students also spend time studying current issues, political ideology and the importance of casting an informed ballot. Students are given the opportunity to register to vote and go to the polls with their class so that they are more comfortable with the process and are more likely to

	4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	<p>Yes</p> <p>GHS has made it a priority to make sure that the students within the high school building are receiving the support they need educationally and emotionally. The resources that have traditionally been used to evaluate progress, remediate weaknesses, and support students changed within this cycle to address new challenges because of COVID-19. Traditionally, GHS has used the following testing results to evaluate student success and curriculum: IXL-a comprehensive K-12 curriculum with Real-Time Diagnostic, personalized guidance, and actionable analytics to help personalize instruction and help students progress faster in Math, Reading, Grammar, and Science, Kansas State Assessment, Pre-ACT 9, Pre-ACT 10, ACT, STAR, KELPA, and instructor's pre and post tests. In the past four years, GHS has added the following assessments: Kansas Communities that Care, a survey for 10th and 12th graders that provides valuable insights on the health risk behaviors and opinions of students at GHS so the risks can be identified and the programs and activities needed can be adjusted or added; FastBridge Reading and Math, a program that helps the faculty to identify students for additional support and monitors growth; and SAEBRS, a program that screens students to identify school, class, and individual social-emotional learning needs. With the data provided by these assessments, faculty are able to accurately modify their lesson plans to differentiate for the strengths and weaknesses of the students in their classes. MTSS focuses on collecting and using data-based decision-making from the assessment system: universal screeners, state test scores, diagnostics assessments, progress monitoring tools, and teacher observation records to inform decisions about tiered support placement. This data allows GHS to place student in classes and</p>
	5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	<p>Yes</p> <p>Along with the assignments and activities embedded into the core curriculum of English and Social Studies, GHS offers many courses that expand students' education in artistic or cultural experiences such as: Spanish, German, Choir, Debate, Drama, Forensics, and Art. GHS's art program is very strong and the instructor continues to add and change her curriculum to meet the needs of the students by offering beginning classes that expose the students to different formats, pottery courses, jewelry course, and advanced art courses along with exposing the students to any exhibits and experiences offered in the local, university, and four-state art scene. This varies by year. Students at GHS also get opportunities for many other artistic and cultural experiences through excursions or other types of activities. The following are examples of opportunities for students: Holocaust Exhibit—all sophomores, A Christmas Carol in KC — NHS, World War I Museum—all sophomores, Banned Book Symposium—dual credit English, MLK Day Activities—all students, Zoom with Cris Crutcher—dual credit literature, Art Walk—Art Club, Branson Shows/Silver Dollar City—All seniors, Poetry Outloud—sophomores through seniors, Negro Leagues Museum—sophomores through seniors, Steamship Arabia Museum—sophomores through seniors, PSU Special Collections for research—sophomores and seniors, Girard Public Library for research—sophomores through seniors, Fort Scott National Historic</p>

	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	USD 248 has greatly advanced the exposure of their students to jobs and careers. As students begin to develop their Individual Plans of Study at the elementary level, each student starts taking interest inventories to help match their strengths, weaknesses and interests to potential careers. From guided tours of businesses, career days and job shadows, USD 248 students have multiple opportunities to be exposed to potential careers and colleges. The district has focused on job and career exposure along with financial literacy in an effort to prepare the students for post-high school endeavors, whether their focus is the work world or continuing education through technical training or university. To help students expand their knowledge the following programs or activities have been offered or added: •Job Shadowing-All GHS students are required to perform a job shadow in both their Junior and Senior year. •High School Mentors to the Elementary-In the past two years GHS has implemented an Educational Career Pathway that allowed for High School students to gain experience working with students in the classroom setting. •Technical and Career Services-USD 248 offers eight potential Career and Technical Education classes in its daily offerings. These pathways include: •Vocational Programs- Over the years, Girard High School has developed relationships with several regional community college vocational programs in an effort to better prepare our students for the workforce after high school. Students attend these programs as part of the school day and transportation is provided by the school. GHS has students enrolled in and attending the following programs: Auto Body Restoration, Automotive Technology, Cosmetology, Culinary, Heat and Air (HVAC), Construction Technology and Welding. •Dual Credit-Many concurrent enrollment classes are
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**SECTION 5: Staff Needs**

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?	Yes	
b.	How many classified support staff are currently employed?	11	
c.	How many classified support staff are needed?	12	
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc. ?	Yes	
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?	More training in SE needs	

**SECTION 6: Facility Needs**

a.	Is there adequate space for student learning?	Yes	
b.	Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	
c.	Are additional School Buses needed or any additional Routes needed?	Yes	

**SECTION 7: Family Needs/Community Relations**

a.	Do you have regular events to engage parents with teachers?	Yes	Part of the IPS processing is student led conferences that involve parents in decision making for career pathways, student recognition activities, co and extracurricular activities.
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?	Yes	Parents have access to school counseling, administration and tech support as needed.

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	Parents have access to school counseling, administration and tech support as needed.
e. What types of communication exists with families? Is it adequate?	Yes	the board meetings by filling out a form on the district website. Building Site Councils, Building Leadership Teams, and the District Leadership Team meet throughout the school year to discuss ideas and thoughts to continue improvement along with current topics and feedback from participants that include staff, faculty, administration, community members, business leaders, parents, and students. Along with these group meetings, a district newsletter is sent several times throughout the year to update the community and parents on current events taking place, building level topics, and a message from the Superintendent. While the district has a newsletter for the community, each building sends out a weekly or bi-weekly parent/guardian email to ensure building communication is in place and current topics are effectively shared. Parent/Teacher Conferences are scheduled once a year for all buildings in the district. The district also shares information on various social media accounts— USD #248 Website, Facebook, Twitter, Instagram, and YouTube. Opportunities for input are available throughout the school year by offering parent, staff, and student surveys. Also, stakeholder suggestions and implementation designs are discussed in Site Council meetings, Parent Teacher Organization meetings, Booster Club, and Long Term Strategic Planning Committees. Other partnerships that are vital to the district are the school nurses from Girard Medical Center, a resource officer from the City of Girard, and health workers from
f. What types of communication/social media exists with your community? Is it adequate?	Yes	The district shares information on various social media accounts— USD #248 Website, Facebook, Twitter, Instagram, and YouTube.
<b>SECTION 8: School Data</b>		<b>Notes</b>
a. Building Attendance Rate	95.8%	
b. Building Chronic Absenteeism Rate	9.01	
c. District Chronic Absenteeism Rate	na	
d. District Graduation Rate	na	
e. District Dropout Rate	na	
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>		<b>Notes</b>
a. What is our building graduation rate	94.3%	
b. What is our building dropout rate?	1.2%	
c. What is our average comprehensive ACT score?	20.4	
<b>SECTION 9: Other Data</b>		<b>Notes</b>
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		

1. Can these be achieved with additional resources?

Additional funds would help employ additional certified people to help in these areas. Schools need more support. Teachers alone can not fix issues that many students have. Students who come to school with mental health issues need extra support from mental health professionals. Teachers can not successfully teach a student who's needs are not being met at home. DCF and KVC need to step up and do their job to make sure parents are taking care of their child's needs. Too many times this year, we have contacted DCF or KVC with legitment claims and it appears that nothing is getting done. Additional funds for in school programs are needed to support students needs.

2. Why or why not?

b. Additional building unique items:
