

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: USD 248 Girard	Bldg #	Grades Served:
School: Girard High School	1262	9-2

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

SECTION 1: Student Needs		Notes
a.	Student Headcount	326
b.	Percentage of students with an active IEP	11
c.	Percentage of students enrolled in English Language Learner (ELL) services	1
d.	Percentage of students identified as At-Risk (Free lunch)?	0.314
e.	Pupil-Teacher Ratio Average	17 to 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
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
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.
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?	Fastbridge SAEBERS is a mental health screener that students take twice per year. GHS also collects KCTC data yearly.	
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?	Goal setting and record keeping	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
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?	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.
SECTION 3: Curriculum Needs			Notes
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Multiple opportunities	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	District has allocated substantial funds to support technology in the district.
SECTION 4:			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	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
	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
	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. Prior to Covid restrictions, all GHS students learned about the needs of their community and the opportunities to serve by completing a yearly
	4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	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

5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	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
---	-----	---

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 offered at GHS. With partnerships between Pittsburg State and Fort School Community College GHS students have the ability to earn up to 36 college hours by the completion of graduation. Classes included in this program are as follows: American Government (FSCC), Microeconomics (FSCC), General Literature (PSU), College Algebra (PSU), Elementary Statistics (PSU), Performance Appreciation (PSU), Speech Communication (PSU), English Composition (two semesters; PSU), and American History (PSU).
- Mock Interviews- Interview skills have become a focus of GHS in the past few years. Starting in a student's freshmen year with professional emails, phone calls and letters. This process ultimately culminates in the students senior year as they are required to complete a face to face mock interview for their senior English class. A resume, professional attire and interview decorum are all part of this graded process.

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.

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 offered at GHS. With partnerships between Pittsburg State and Fort School Community College GHS students have the ability to earn up to 36 college hours by the completion of graduation. Classes included in this program are as follows: American Government (FSCC), Microeconomics (FSCC), General Literature (PSU) College Algebra (PSU), Elementary Statistics (PSU), Performance Appreciation (PSU), Speech Communication (PSU), English Composition (two semesters; PSU), and American History (PSU).
- Mock Interviews- Interview skills have become a focus of GHS in the past few years. Starting in a student's freshmen year with professional emails, phone calls and letters. This process ultimately culminates in the students senior year as they are required to complete a face to face mock interview for their senior English class. A resume, professional attire and interview decorum are all part of this graded process.

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?	12	
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 Trauma specific training needed	
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?	No	
SECTION 7: Family Needs/Community Relations		Notes
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 suport 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	Booster Club is very active and donates to all sports and other activities.
e. What types of communication exists with families? Is it adequate?	Yes	Board Meetings are open to the public and patrons may speak at 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
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.
SECTION 8: School Data		
a. Building Attendance Rate		95.1%
b. Building Chronic Absenteeism Rate		13.0%
c. District Chronic Absenteeism Rate		12.0%
d. District Graduation Rate		93.0%
e. District Dropout Rate		1.0%
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate		93.0%
b. What is our building dropout rate?		1.5%
c. What is our average comprehensive ACT score?		20.9
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?

Learning loss and student apathy as we come out of the Covid pandemic has been the main focus of our BLT.

1. Can these be achieved with additional resources?

ESSER funding has provided extra resources to help with this.

2. Why or why not?