

## 2022-2023 State Assessments Review for 2023-2024 Budget Considerations

**District: 214 Ulysses**

Based upon your schools Needs Assessment and State Assessment results, please identify the following:

- (A) The barriers that must be overcome for each student to achieve grade level proficiency on assessments
- (B) The budget actions that should be taken to address and remove those barriers
- (C) The amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

  
Board President

9/11/23  
Date

| School                   | Grades Served | (A) Barriers Related to Student Needs   | (B) Budget Actions   | (C) Time for students to Achieve                   | Board Rationale/Comments  |
|--------------------------|---------------|---|--|--|---|
| Hickok Elementary School | PreK-2        | Parent Engagement, Attendance, Trained-certified staff, recruitment and retention of staff, Improved standards based instruction using effective instructional strategies. 3rd grade is in a different building so communication between 2nd and 3rd grade teachers is limited. | Fully funding the special education population, decrease teacher to student ratio, intervention program (MTSS) and/or continued investment and training in evidence based resources, transportation for in town students to address absenteeism. | A full PreK-12 educational cycle for each student. | The board continues to support an aggressive teacher pay scale. The board supports an attendance rewards system. They have committed funding to LETRS training for all elementary staff. The board has adopted the following intervention programs: 95 Percent, Lexia, and FastForward (All KSDE Approved At-risk programs). Fastbridge testing is used as a district assessment tool. Board adopted new PreK-5 ELA curriculum resource that is approved by KSDE evidence based practice list (Amplify CKLA). Board approved calendar allowing PTC's occur before |

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| <b>Sullivan Elementary School</b> | 3-5  | Parent Engagement, Regular Student attendance, Chronic Absenteeism, recruitment of trained-certified staff, retention of qualified staff, instructional trained on evidenced based instructional strategies, Improved standards based instruction using effective instructional strategies.                             | Fully funding the special education population, decrease teacher to student ratio, intervention program (MTSS) and/or quality resources, consistency with resources.   | (K-12) Full educational cycle per student.  | The board continues to support an aggressive teacher pay scale. The board supports an attendance rewards system. They have committed funding to LETRS training for all elementary staff. The board has adopted the following intervention programs: 95 Percent, Lexia, Dreambox (Math) and FastForward. Fastbridge testing is used as a district assessment tool. Board adopted new PreK-5 ELA curriculum resource that is approved by KSDE evidence based practice list (Amplify CKLA). Board approved calendar allowing PTC's occur before school stated called Family Connections. |
| <b>Kepley Middle School</b>       | 6-8  | Increased Parent involvement and engagement with child's education; Attendance, Chronic Absenteeism, Generational Poverty, ELL, Recruitment and Retention of highly qualified certified staff. Alignment of student learning outcomes with state standards.   | Fully funding the special education population, decrease teacher to student ratio, intervention program (MTSS) and/or continued investment and training in evidence based resources, transportation for in town students to address absenteeism. | Each student achieving grade level proficiency on the state assessments is an unrealistic goal. Setting goals that are realistic provides a greater motivation to work hard to reach that goal. Kepley Middle School has set state assessment goals targeting.  | The board continues to support an aggressive teacher pay scale. The board supports an attendance rewards system. The board has adopted Lexia and Dreambox (Math) as intervention programs. Fastbridge is our testing program.   |
| <b>Ulysses High School</b>        | 9-12 | Regular Student Attendance and Chronic Absenteeism, Recruitment and retention of highly qualified certified staff, Alignment of student learning outcomes with state standards, Professional learning opportunities regarding poverty, trauma, and best instructional practices for English Language Learning students. | Fully funding the special education population, decrease teacher to student ratio, intervention program (MTSS) and/or continued investment and training in evidence based resources, transportation for in town students to address absenteeism. | Although we believe it is unrealistic to believe that each student will achieve grade level proficiency, I believe it will take 10-15 years for these budget considerations to sufficiently impact student learning and achievement. Poverty and English Language Learning has a significant impact on student performance. These obstacles are incredibly difficult to overcome and sometimes outside of the scope of our educational systems. | The board continues to support an aggressive teacher pay scale. The board supports an attendance rewards system. The board has adopted Lexia and Dreambox (math) as intervention programs. Fastbridge is our testing program.   |

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

|                                     |               |   |
|-------------------------------------|---------------|---|
| <b>District:</b> <u>214 Ulysses</u> | <b>Bldg #</b> | <b>Grades Served:</b>                         |
| <b>School:</b> <u>Hickok Elem</u>   | <b>0450</b>   | K-2,PK (w/IEP),PK,PKAR (3 YO),<br>PKAR (4 YO) |

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

| SECTION 1: Student Needs  |  | Notes  |
|---|--|--|
| a. Student Headcount  | 389  |  |
| b. Percentage of students with an active IEP  |  | 87 students  |
| c. Percentage of students enrolled in English Language Learner (ELL) services   |  | 45 students  |
| d. Percentage of students identified as At-Risk (Free lunch)?   |  | 255 students   |
| e. Pupil-Teacher Ratio Average  |  |  |
| f. Pupil-Teacher Ratio Median   |  |  |
| 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  |  |
| i. Is there a tiered system of support to target reading growth?  | Yes  |  |
| j. Is there a tiered system of support to target math growth?   | No   |  |
| k. Are there local assessments to measure reading growth?   | Yes  |  |
| l. Are there local assessments to measure math growth?  | Yes  |  |
| m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?              | Yes  | After School Program; Summer School  |
| n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?                            | Yes  | data driven decisions. Intervention time in master schedule with evidenced based intervention programs and support personnel |
| o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on  | Yes  |  |
| 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/mySAEBRS                                |  |
| b. What are the targets/goals related to social/emotional growth?   | State SEL standards and Second Step Curriculum |  |
| c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)                              | Age Requirement of 5 years by Aug 31           |  |

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| d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)   | Enrollment in a PreSchool; ASQ completion |   |
| e. How are successes of Individual Plans of Study being measured?  |   |   |
| f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)   |   |   |
| g. How are you ensuring students are civically engaged?  | Civic experiences and exposure            |   |
| <b>SECTION 3: Curriculum Needs</b>   |   | <b>Notes</b>  |
| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?  | After School Program and Summer School    |   |
| b. Are there appropriate and adequate instructional materials?   | Yes                                       |   |
| c. Is current technology appropriate? If no, what technology is needed to support the curriculum?  | No  | unpredictable, seemingly unsolvable tech issues with projectors, internet connection, etc |
| <b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>  |   | <b>Notes</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)    |   |   |
| 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. |   | Too early in Prek-2   |
| 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.  |   | Too early in Prek-2   |
| <b>SECTION 5: Staff Needs</b>  |   | <b>Notes</b>  |

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| 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   | we have some long term subs in our classrooms                             |
| b. How many classified support staff are currently employed?   |  | 214 paras (9), cooks (?), secretaries (2), custodians (3), HPEC paras (?) |
| c. How many classified support staff are needed?   |  |   |
| d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?   | No   | need full time nurse on campus  |
| 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?  | continued PD in standards and curriculum alignment and trauma informed practices |   |

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| <b>SECTION 6: Facility Needs</b>   |     | <b>Notes</b>                            |
| 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 | lighting, flooring, restrooms, intercom |
| c. Are additional School Buses needed or any additional Routes needed?                       | Yes |   |

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|---|--|--|
| <b>SECTION 7: Family Needs/Community Relations</b>  |  | <b>Notes</b>   |
| a. Do you have regular events to engage parents with teachers?  | Yes  | Before school individual conferences, fall and spring conferences, reading and math nights, KDG round up, music programs |
| 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? | Adult English classes, community health worker |  |
| c. Do you have an active Site Council?  | Yes  |  |
| d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?  | No   |  |
| e. What types of communication exists with families? Is it adequate?  | Social Media, PowerSchool, personal contact    |  |
| f. What types of communication/social media exists with your community? Is it adequate?   | FaceBook, radio show. Adequate?                |  |

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| <b>SECTION 8: School Data</b> |  | <b>Notes</b> |
|-------------------------------|--|--------------|

|  |  |                            |
|--|--|----------------------------|
| a. Building Attendance Rate  | 91.6%%   | 2022 Accountability Report |
| b. Building Chronic Absenteeism Rate   | 31.7%%   | 2022 Accountability Report |
| c. District Chronic Absenteeism Rate   | 33.2%%   |                            |
| d. District Graduation Rate  | 83.8%%   |                            |
| e. District Dropout Rate   | 1.0%   |                            |
| <b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>  |  | <b>Notes</b>               |
| a. What is our building graduation rate  | N/A  |                            |
| b. What is our building dropout rate?  | N/A  |                            |
| c. What is our average comprehensive ACT score?  | N/A  |                            |
| <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? | Poverty, Non-English families, Budget restraints, transient population, declining enrollment, teacher shortage, trauma in the home |                            |
| 1. Can these be achieved with additional resources?  | maybe with teacher training  |                            |
| 2. Why or why not?   | community demographics difficult to control  |                            |
| b. Additional building unique items:   |  |                            |
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## 2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

|                                     |               |                       |
|-------------------------------------|---------------|-----------------------|
| <b>District:</b> <u>214 Ulysses</u> | <b>Bldg #</b> | <b>Grades Served:</b> |
| <b>School:</b> <u>Sullivan Elem</u> | <b>0444</b>   | <b>3-5</b>            |

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

| SECTION 1: Student Needs  | Notes  |
|---|--|
| a. Student Headcount  | 314  |
| b. Percentage of students with an active IEP  | 67 students  |
| c. Percentage of students enrolled in English Language Learner (ELL) services   | 122 students   |
| d. Percentage of students identified as At-Risk (Free lunch)?   | 207 students   |
| e. Pupil-Teacher Ratio Average  |  |
| f. Pupil-Teacher Ratio Median   |  |
| g. Are the needs of Foster Care Students being met? If no, what supports are needed?  | Yes<br>Community Based Worker,<br>Compass Behavior Services                |
| h. Are there gaps in student success among race/ethnicity student subgroups?  | Yes<br>ESOL, Newcomers   |
| i. Is there a tiered system of support to target reading growth?  | Yes<br>FastForWord   |
| j. Is there a tiered system of support to target math growth?   | Yes<br>DreamBox , Reflex Math  |
| k. Are there local assessments to measure reading growth?   | Yes<br>FastBridge Assessment   |
| l. Are there local assessments to measure math growth?  | Yes<br>FastBridge Assessment   |
| m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?              | Yes<br>After School Program, Summer School                                 |
| n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?                            | Yes<br>Implementation of practice assessment and tiered system of support. |
| o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on  | Intervention/Enrichment daily i  |
|   | Yes  |
| 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?   | mySAEBRS and SAEBRS  |

|   |   |  |
|---|---|--|
| b. What are the targets/goals related to social/emotional growth?   | Identify tier 3 students, Reduce students in Tier 3, create quality tier 3 strategies | One on one support for referred students, small group instruction on identified class needs, SecondStep instruction, Compass Behavioral Support/referrals, PBIS, Champs, Building/grade-level/student behavioral plans |
| 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?   | N/A   |  |
| f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)  | N/A   |  |
| g. How are you ensuring students are civically engaged?   | Participation in community projects and activities                                    | Kansas State Extension Agency, Community Walk, Conservation Poster Contest, Dream First student bank, Pioneer Electric Presentation  |
| <b>SECTION 3: Curriculum Needs</b>  |   | <b>Notes</b>   |
| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?   | After School Program, Summer School   |  |
| b. Are there appropriate and adequate instructional materials?  | Yes   | Curriculum Mapping, Textbook Adoption Teams  |
| c. Is current technology appropriate? If no, what technology is needed to support the curriculum?   | Yes   | We are needing an updated server for the capacity or the technology  |
| <b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>   |   | <b>Notes</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   |  |
| c. Is every child in your school provided at least the following capacities?  | Yes   |  |
| 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   |   |
| <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  | Long Term Sub in Classroom                            |
| b. How many classified support staff are currently employed?   |   |   |
| c. How many classified support staff are needed?   |   |   |
| d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?   | No  | Counselor, Teachers, Title I Teacher, full time nurse |
| 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?  | Training on Fast ForWord, Reflex, Dreambox, reading and math curriculum, Second Step, Classroom Management strategies, instructional strategies |   |
| <b>SECTION 6: Facility Needs</b>   |   | <b>Notes</b>  |
| 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   | Electricity, Plumbing, Kitchen                        |
| c. Are additional School Buses needed or any additional Routes needed?   | Yes   | More Drivers  |
| <b>SECTION 7: Family Needs/Community Relations</b>   |   | <b>Notes</b>  |
| a. Do you have regular events to engage parents with teachers?   | Yes   |   |

|   |   |              |
|---|---|--------------|
| 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? | ESOL Adult Classes, Community Health Worker   |              |
| c. Do you have an active Site Council?  | Yes   |              |
| d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?  | No  |              |
| e. What types of communication exists with families? Is it adequate?  | Monthly Smore, SwiftK, Social Media, Take home letters, family surveys  |              |
| f. What types of communication/social media exists with your community? Is it adequate?   | FB, Local Newspaper, radio  |              |
| <b>SECTION 8: School Data</b>   |   | <b>Notes</b> |
| a. Building Attendance Rate   | 92.0%   |              |
| b. Building Chronic Absenteeism Rate  | 26.7%   |              |
| c. District Chronic Absenteeism Rate  | 33.2%   |              |
| d. District Graduation Rate   | 83.8%   |              |
| e. District Dropout Rate  | 1.0%  |              |
| <b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>   |   | <b>Notes</b> |
| a. What is our building graduation rate   | N/A   |              |
| b. What is our building dropout rate?   | N/A   |              |
| c. What is our average comprehensive ACT score?   | N/A   |              |
| <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?  | Attendance, Loss of Learning (COVID), Background Knowledge, parental support of academics, financial constraints, Lack of certified staff |              |
| 1. Can these be achieved with additional resources?   | Yes   |              |

2. Why or why not?

Giving Students more experiences, providing educational opportunities for parents about the effect of student attendance, providing resources for parents to provide basic needs, Quality interventions, Addressing these barriers would allow our system to promote student success and human capital, supplementals, creating clearer pathways for future teachers with licensure

b. Additional building unique items:

Providing more translators for parents, increasing our ESOL strategies in core curriculum, providing rigorous learning opportunities

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

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|--|---------------|-----------------------|
| <b>District:</b> <u>214 Ulysses</u>        | <b>Bldg #</b> | <b>Grades Served:</b> |
| <b>School:</b> <u>Kepley Middle School</u> | <b>0443</b>   | <b>6-8</b>            |

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

| SECTION 1: Student Needs  | Notes   |
|---|---|
| a. Student Headcount  | 330   |
| b. Percentage of students with an active IEP  | 19.09% 63 students  |
| c. Percentage of students enrolled in English Language Learner (ELL) services   | 29.39% 97 students  |
| d. Percentage of students identified as At-Risk (Free lunch)?   | 61.81% 204 students   |
| e. Pupil-Teacher Ratio Average  | 12.7  |
| f. Pupil-Teacher Ratio Median   | 13.8  |
| 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   |
| i. Is there a tiered system of support to target reading growth?  | Yes<br>Intervention/Enrichment everyday for 20 minutes  |
| j. Is there a tiered system of support to target math growth?   | Yes<br>Intervention/Enrichment everyday for 45 minutes  |
| k. Are there local assessments to measure reading growth?   | Yes   |
| l. Are there local assessments to measure math growth?  | Yes   |
| m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?              | Yes<br>After-school programs (Tigers in Stitches, Drone Club) Summer School, Summer Camps (Forensic Camp, Seed to STEM, KidWind)                                  |
| n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?                            | Yes<br>Intervention/Enrichment daily identified times; State Assessment testing groups and common testing time; curriculum mapping and aligned textbook adoptions |
| o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on  | Yes<br>Student centered goals for   |
| 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--SAEBRS; mySAEBRS  |  |
| b. What are the targets/goals related to social/emotional growth?   | Continue to provide counselor supports to students; continue partnership with community mental health organization; ultimate goal would be to lower number of students identified as high risk through SAEBRS | Second Step curriculum is provided weekly within all Social Studies classes  |
| 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?   | Students participate in Xello; completion rate of required assessments (learning style; career interest survey)   |  |
| f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)  |   |  |
| g. How are you ensuring students are civically engaged?   | Needs improvement   | Opportunities will be explored that will engage students in civic responsibilities   |
| <b>SECTION 3: Curriculum Needs</b>  |   | <b>Notes</b>   |
| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?   | After-school programs (Tigers in Stitches, Drone Club) Summer School, Summer Camps (Forensic Camp, Seed to STEM, KidWind)   |  |
| b. Are there appropriate and adequate instructional materials?  | Yes   |  |
| c. Is current technology appropriate? If no, what technology is needed to support the curriculum?   | No  | The availability of technology is appropriate, but the training of staff to maximize the effective use of the technology is a place for improvement. |
| <b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>   |   | <b>Notes</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) |   |  |
| 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  |  |
| <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? | Yes  |  |
| b. How many classified support staff are currently employed?   |  |  |
| c. How many classified support staff are needed?   |  |  |
| d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?   | No   | Full time nurse is needed; curently shared with another building             |
| 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?  | Continued PD in standards and curriculum alignment and trauma informed practices |  |
| <b>SECTION 6: Facility Needs</b>   |  | <b>Notes</b>   |
| a. Is there adequate space for student learning?   | No   | The building is old and outdated for the increased physical size of students |
| b. Are there necessary repairs and/or adjustment to the existing space that need to be made?   | Yes  | Currently working on bond issue for the district upgrades needed             |
| c. Are additional School Buses needed or any additional Routes needed?   | No   |  |

| <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; Student Led Conferences; Band/Choir concerts; Family School Connections |
| 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? | Adult English classes, community health worker   |   |
| c. Do you have an active Site Council?  | No   | We provide quarterly Site Council meetings with an average parent attendance of less than 5 parents |
| d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?  | No   |   |
| e. What types of communication exists with families? Is it adequate?  | PowerSchool SwiftAlert; teacher to parent emails and/or text messages; social media. However, at times it feels inadequate.  |   |
| f. What types of communication/social media exists with your community? Is it adequate?   | SwiftAlert through PowerSchool, Healthy Roster, SWAY Balance, Facebook Posts, Student produced school news program, weekly radio show. However, it may not be adequate for all demographics. |   |
| <b>SECTION 8: School Data</b>   |  | <b>Notes</b>  |
| a. Building Attendance Rate   | 91.3%  |   |
| b. Building Chronic Absenteeism Rate  | 32.3%  |   |
| c. District Chronic Absenteeism Rate  | 33.2%  |   |
| d. District Graduation Rate   | 83.8%  |   |
| e. District Dropout Rate  | 1.0%   |   |
| <b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>   |  | <b>Notes</b>  |
| a. What is our building graduation rate   |  |   |
| b. What is our building dropout rate?   |  |   |
| c. What is our average comprehensive ACT score?   |  |   |
| <b>SECTION 9: Other Data</b>  |  | <b>Notes</b>  |

|   |  |  |
|---|--|--|
| <p>a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?</p> | <p>Student Attendance; parental involvement; poverty and lack of life experience opportunities for students; facility needs;</p> |  |
| <p>1. Can these be achieved with additional resources?</p>  | <p>Possibly</p>  |  |
| <p>2. Why or why not?</p>   | <p>There is a district need for a Social Worker and/or At Risk coordinator to address te barriers listed above</p>               |  |
| <p>b. Additional building unique items:</p>   |  |  |
|   |  |  |
|   |  |  |



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

|                                     |               |                       |
|-------------------------------------|---------------|-----------------------|
| <b>District:</b> <u>214 Ulysses</u> | <b>Bldg #</b> | <b>Grades Served:</b> |
| <b>School:</b> <u>Ulysses High</u>  | <b>0446</b>   | <b>9-12</b>           |

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

| SECTION 1: Student Needs  | Notes   |
|---|---|
| a. Student Headcount  | 430   |
| b. Percentage of students with an active IEP  | 56 students   |
| c. Percentage of students enrolled in English Language Learner (ELL) services   | 87 students   |
| d. Percentage of students identified as At-Risk (Free lunch)?   | 229 students  |
| e. Pupil-Teacher Ratio Average  |   |
| f. Pupil-Teacher Ratio Median   |   |
| 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   |
| i. Is there a tiered system of support to target reading growth?  | Yes<br>We are in the beginning stages of developing our tiered systems of support       |
| j. Is there a tiered system of support to target math growth?   | No  |
| k. Are there local assessments to measure reading growth?   | Yes<br>Fastbridge   |
| l. Are there local assessments to measure math growth?  | Yes<br>Fastbridge   |
| m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?              | Yes<br>Summer School  |
| n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?                            | Yes<br>Implementing tiered systems of support, Math and ELA PD for curriculum alignment |
| o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on  | Yes   |
| 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 and mySAEBRS   |
| b. What are the targets/goals related to social/emotional growth?   | Continue to provide counselor supports to students; continue                            |
| 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)                          |   |

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

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| <b>District:</b> <u>214 Ulysses</u> | <b>Bldg #</b> | <b>Grades Served:</b> |
| <b>School:</b> <u>Ulysses High</u>  | <b>0446</b>   | 9-12                  |

| Please consider the following questions as you complete the needs assessment for your building.                  |  |  |
|--|--|--|
| e. How are successes of Individual Plans of Study being measured?  | IPS KESA Rubric, Postsecondary Success Rate                              |  |
| f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12) | Our goal is for 75% of our students to achieve Postsecondary success     |  |
| g. How are you ensuring students are civically engaged?  | Increasing student involvement in school clubs and student organizations |  |

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

|                                     |               |                       |
|-------------------------------------|---------------|-----------------------|
| <b>District:</b> <u>214 Ulysses</u> | <b>Bldg #</b> | <b>Grades Served:</b> |
| <b>School:</b> <u>Ulysses High</u>  | <b>0446</b>   | 9-12                  |

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

| <b>SECTION 3: Curriculum Needs</b>   |  | <b>Notes</b> |
|--|--|--------------|
| a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?  | Free after school tutoring, summer school opportunities, clubs and student organizations |              |
| 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  |              |
| <b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>  |  | <b>Notes</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  |              |
| c. Is every child in your school provided at least the following capacities?   | Yes  |              |
| 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  |              |

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

|                                     |               |                       |
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| <b>District:</b> <u>214 Ulysses</u> | <b>Bldg #</b> | <b>Grades Served:</b> |
| <b>School:</b> <u>Ulysses High</u>  | <b>0446</b>   | 9-12                  |

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

| <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  | Long term sub in math teaching position                 |
| b. How many classified support staff are currently employed?   |   |   |
| c. How many classified support staff are needed?   |   |   |
| d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?   | No  | Part-time nurse   |
| 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?  | Instructional Best Practices,<br>Trauma Informed Practices,<br>Poverty Simulation |   |
| <b>SECTION 6: Facility Needs</b>   |   | <b>Notes</b>  |
| 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   | Enclosing classrooms, update to science classrooms/labs |
| c. Are additional School Buses needed or any additional Routes needed?   | No  |   |
| <b>SECTION 7: Family Needs/Community Relations</b>   |   | <b>Notes</b>  |
| a. Do you have regular events to engage parents with teachers?   | Yes   | Conferences, FAFSA Night, College Planning Night, etc.  |
| 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?  | English classes for parents who speak Spanish                                     |   |
| c. Do you have an active Site Council?   | Yes   | Meet monthly  |

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

|                                     |               |                       |
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| <b>District:</b> <u>214 Ulysses</u> | <b>Bldg #</b> | <b>Grades Served:</b> |
| <b>School:</b> <u>Ulysses High</u>  | <b>0446</b>   | <b>9-12</b>           |

| Please consider the following questions as you complete the needs assessment for your building. |   |                     |
|---|---|---------------------|
| d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?    | Yes                                     | Big Orange Boosters |
| e. What types of communication exists with families? Is it adequate?                            | Social Media, Swift Alert Notifications |                     |
| f. What types of communication/social media exists with your community? Is it adequate?         | Facebook, Newspaper, Radio Show         |                     |

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

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| <b>School:</b> <u>Ulysses High</u>  | <b>0446</b>   | 9-12                  |

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

| SECTION 8: School Data   |  | Notes |
|--|--|-------|
| a. Building Attendance Rate  | 89.1%  |       |
| b. Building Chronic Absenteeism Rate   | 39.9%  |       |
| c. District Chronic Absenteeism Rate   | 33.2%  |       |
| d. District Graduation Rate  | 83.8%  |       |
| 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  | 93.2%  |       |
| b. What is our building dropout rate?  | 1.6%   |       |
| c. What is our average comprehensive ACT score?  | 17.5   |       |
| 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? | Regular student attendance, poverty/lack of family resources, language (ELL)   |       |
| 1. Can these be achieved with additional resources?  | Yes  |       |
| 2. Why or why not?   | Some of the issues we face are community and societal issues that require more resources than a school can provide. However, some of the issues can be addressed through additional staff, parent/family training, and additional resources. |       |
| b. Additional building unique items:   | Ulysses High School is facing some structural building issues that we are working to resolve through a bond issue.   |       |

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

|                              |             |                |
|------------------------------|-------------|----------------|
| District: <u>214 Ulysses</u> | Bldg #      | Grades Served: |
| School: <u>Ulysses High</u>  | <b>0446</b> | 9-12           |

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

|  |  |  |
|--|--|--|
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|  |  |  |