

USD Name- School Year Building Needs Assessment for -USD Name Budget Considerations

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| District: | 249 Frontenac | Bldg # | Grades Served: |
| School: | Frontenac Sr. High School | 1293 | 9-12,NG |
| Please consider the following questions as you complete the needs assessment for your building. | | | |
| SECTION 1: Student Needs | | | Notes |
| a. | Student Headcount | 284 | Sept. 20th count |
| b. | Percentage of students with an active IEP | 15.49% | 44 |
| c. | Percentage of students enrolled in English Language Learner (ELL) services | 2.46% | 7 |
| d. | Percentage of students identified as At-Risk (Free lunch)? | 21.47% | 61 |
| e. | Pupil-Teacher Ratio Average | 13.0 | 284/21.5 |
| 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? | No | |
| i. | Is there a tiered system of support to target reading growth? | No | |
| 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 | Academic Assistance before school and after school (1 hour) M-Th |
| n. | Reviewing state assessment data, what steps are you taking for all students to maximize their scores? | Yes | Providing incentives for students to work at their potential, formatives where available. |
| o. | Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state | Yes | Providing incentives for students to work at |
| 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? | yes | Fast Bridge |
| b. | What are the targets/goals related to social/emotional growth? | Implement a building wide curriculum to assess and respond to student needs. | |
| 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 | |

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| e. | How are successes of Individual Plans of Study being measured? | District has received the Commissioner's Award for three straight years. | Currently utilize XELLO with all students, previous 4 years Career Cruising. Schedule developed and assigned to seminar teachers for implementation throughout the school year. |
| f. | What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12) | | Our goal is help each students develop a plan for success based on their interest in Post secondary education, vocational/technical training, military or enter work force. |
| g. | How are you ensuring students are civically engaged? | | Students are provided with and encouraged to participate in multiple community service projects throughout the year. this is done in classrooms, clubs, sports organizations and thorough seminars. All students are provided an opportunity to participate. Frontenac High School students are very involved in their community. NHS sponsors two blood drives each year, and students are involved in community service throughout the year. Students have helped with FESTA, Christmas giving,neighbor cleanup before Thanksgiving, raising money for water wells in Central America, two food drives, and many other activities. The most recent food drive was community wide and collected over 10,600 non-perishable food items. |

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| SECTION 3: Curriculum Needs | | | Notes |
| a. | What extended learning opportunities are provided (after school programs, summer school programs, etc.)? | Academic Assistance is available before school from 7:45-8:10. After school Academic Assistance is available for all students for one hour M-Th. | |
| 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 | All students and faculty are issued a MacBook |
| SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218) | | | Notes |
| b. | Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12) | Yes | |
| c. | Is every child in your school provided at least the following capacities? | 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 | |

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| 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? | Yes | Only a few classes are not taught by highly qualified instructors. |
| b. | How many classified support staff are currently employed? | 11 | |
| c. | How many classified support staff are needed? | 11 | |
| 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? | SEL, brain development, IPS | Continued training in SEL |
| SECTION 6: Facility Needs | | | Notes |
| 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? | No | |
| 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 | PTCs, 9th grade Orientation, Student Aid Night |
| b. | What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided? | none | |
| c. | Do you have an active Site Council? | Yes | Has met 4 times per year or more for over 6 years |
| d. | Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? | Yes | Boosters meet regularly |
| e. | What types of communication exists with families? Is it adequate? | email, regroup notifications, social media, phone calls | |

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| f. | What types of communication/social media exists with your community? Is it adequate? | email, regroup notifications, social media, phone calls | |

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| SECTION 8: School Data | | | Notes |
| a. | Building Attendance Rate | 93.0% | 2021-22 data |
| b. | Building Chronic Absenteeism Rate | 19.1 %% | 2021-22 data |
| c. | District Chronic Absenteeism Rate | | |
| d. | District Graduation Rate | 100.0% | 2022 - 100%, 2021 - 98.3 |
| e. | District Dropout Rate | 1-2% | 2021 - 1.7% |
| SECTION 8A: High School Needs (buildings with grades 10 through 12 only) | | | Notes |
| | | 100.0% | 2022 - 100%, 2021 - 98.3%, 2020 - 100%, 2019 - 96.3%, 2018 - 98.4%, 2017 - 95.7%, 2016 - 98.2%, 2015 - 100%, 2014 - 92.7%, 2013 - 95.5%, 2012 - 90.6% |
| a. | What is our building graduation rate | | |
| b. | What is our building dropout rate? | 1.7% | 2021 - 1.7% |
| c. | What is our average comprehensive ACT score? | 20.6 | 2021 and 2022 |
| 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? | student attendance | |

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| | 1. Can these be achieved with additional resources? | Need additional admin help to track absent students and contact parents frequently. | Difficult to say. We have been working on improving attendance for 4 years. Three of those years we have had students missing multiple days due to quarantines, COVID illness etc. We are not able to determine if we are making an improvement. |
| | 2. Why or why not? | | |
| b. | Additional building unique items: | | |
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