

## 2022-2023 State Assessments Review for 2024-2025 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

September 9, 2024

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	DISTRICT RESPONSE: KDG is the district's highest percentage of students chronically absent at 35%. Some of the key barriers that must be overcome is the chronic absentism rate; approximately 78% of the students are at-risk; increasing number of students are identified as ELL. Lack of or limited access to quality Pre-K education. Increased or high levels of student discipline disrupting the learning environment (Mental Health & Childhood Trauma); Increasing the needs of social emotional challenges.	DISTRICT RESPONSE: Our students face increasing challenges to their success, and our school district is committed to overcoming them. However, current budget limitations hinder our ability to effectively address these obstacles.  1. Increased salary to recruit & retain high-quality certified staff & classified staff. 2. Additional staff members hired to meet the individual needs of students at the middle school.	DISTRICT RESPONSE: Our district is committed to student growth and success, as evidenced by our annual progress measurements and detailed KESA plans. While we strive for excellence, numerous complex factors impede our ability to predict when all students will attain grade-level proficiency.	DISTRICT RESPONSE: USD 214 has prioritized teacher compensation and professional development. We've implemented a competitive pay scale and a 403b retirement program. Our attendance rewards system varies by school, and we've invested in LETRS training for all elementary staff.

Lig  
fill  
fo  
  
Mi  
ne

<p><b>Sullivan Elementary School</b></p>	<p>3-5</p>	<p>There are always a number of challenges to consider. High percentage of students identified as low SES, at-risk and ELL. This leads to language barriers, social-emotional health challenges. District declining enrollment has limited funding and access to resources &amp; support staff. The teacher shortage impacts having qualified licensed teachers in classrooms. This has led to more non-licensed teachers in the classroom. Language &amp; Culture barriers. Student data awareness from teachers &amp; parents/guardians.</p>	<p>3. Maintain low teacher/student ratio at lower grade levels  4. Increased funding for staff development in: HQI,data literacy, BDI Instruction Childhood trauma, Curriculum Development, PD for paraprofessionals LETRS training.  5. Increased funding on HQIM for intervention, Math, ELA, Science.  6. 24/7 Tutoring for students 6-12  7. Data Dashboard to inform students of student learning.  8. Increase the amount of educational technology in classrooms.</p>	<p>These challenges include socioeconomic disparities, language and cultural barriers, geographic limitations, attendance issues, mental health concerns, insufficient staffing, and decreasing enrollment impacting funding. The dynamic nature of these obstacles makes it unrealistic to provide a definitive timeline for universal grade-level achievement.</p>	<p>Intervention programs like 95 Percent, Lexia, and FastForward support struggling students, while Fastbridge testing provides valuable assessment data. We've also launched a new teacher coaching program and completed \$1.5 million in facility improvements at Hickok Elementary. A \$3 million project to upgrade kitchens and cafeterias is planned for 2025. Our core reading program is Amplify CKLA, and we use ability-based reading groups. We've recently purchased new textbooks for language arts and math, including Amplify CKLA for K-5 and HMH for 6-12.</p>
<p><b>Kepley Middle School</b></p>	<p>6-8</p>	<p>Some key barriers: Chronic absentism Social-emotional &amp; childhood truama impacts students ability to emotionally regulate &amp; this impacts their needs. High-number of students in Low SES &amp; at-risk. Difficult to motivate students on a test that does not impact their future.</p>			<p>McGraw-Hill ReVeal Math has been adopted for grades 6-12, with in-depth training provided. To address learning gaps, we've implemented intervention platforms like Dreambox, IXL Math, Lexia, and Fast ForWord. These tools support students in language arts and math. We've also purchased IXL-ELA for high school students.</p>
<p><b>Ulysses High School</b></p>	<p>9-12</p>	<p>Students face a number of challenges: The number of non-licensed personnel teaching classes is increasing due to the teacher shortage. A higher percentage of students in LOW SES, At-risk, SPED, or ELL and continues to increase. An increasing level of social-emotional challenges. Chronic absentism Declineing enrollment in the district decreases the amount of resources &amp; staff. Geographic isolation limits the number of CTE courses available.</p>			<p>USD 214 offers a pre-school program for at-risk students and participates in the Imagination Library to promote early literacy. We have a strong partnership with Seward County Community College (SCCC), offering concurrent credit courses and vocational programs.</p>

## 2023-2024 School Year Building Needs Assessment for 2024-2025 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), 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	384	
b. Percentage of students with an active IEP	18.20%	70 students
c. Percentage of students enrolled in English Language Learner (ELL) services	33.80%	130 students
d. Percentage of students identified as At-Risk (Free lunch)?	77.00%	296 students
e. Pupil-Teacher Ratio Average	16.7	
f. Pupil-Teacher Ratio Median	18.0	
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	resources in place for all tiers;
j. Is there a tiered system of support to target math growth?	No	
k. Are there local assessments to measure reading growth?	Yes	universal screener
l. Are there local assessments to measure math growth?	Yes	universal screener
m. Are there learning opportunities for students to focus on academic needs outside	Yes	family reading nights
n. Reviewing state assessment data, what steps are you taking for all students to	Yes	
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		Notes
a. How is social/emotional growth being measured?	SAEBRS/my saebrs	Full time counselor supports
b. What are the targets/goals related to social/emotional growth?	no at risk in SAEBRS	
c. How do you determine students are ready for Kindergarten? (only if building serves	5 by aug 31 is only readiness	
d. What are the targets/goals related to Kindergarten Readiness? (only if building	ASQ participation by parents;	
e. How are successes of Individual Plans of Study being measured?	N/A at Hickok	
f. What are the targets/goals related to postsecondary completion/attendance? (only	N/A at Hickok	
g. How are you ensuring students are civically engaged?	exposure to community people,	
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs,	after school program	
b. Are there appropriate and adequate instructional materials?	Yes	Board supports keeping our
c. Is current technology appropriate? If no, what technology is needed to support the	No	Old projectors need replaced

<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	Yes	at an early elem level of
c. Is every child in your school provided at least the following capacities?	Yes	at an early elem level of
1. Sufficient oral and written communication skills to enable students to function in	Yes	at an early elem level of
2. Sufficient knowledge of economic, social, and political systems to enable	Yes	at an early elem level of
3. Sufficient understanding of governmental processes to enable the student to	Yes	at an early elem level of
4. Sufficient self-knowledge and knowledge of his or her mental and physical	Yes	at an early elem level of
5. Sufficient grounding in the arts to enable each student to appreciate his or her	Yes	at an early elem level of
6. Sufficient training or preparation for advanced training in either academic or	Yes	at an early elem level of
7. Sufficient levels of academic or vocational skills to enable students to compete	Yes	at an early elem level of
<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	No	
b. How many classified support staff are currently employed?	17	SPED, kitchen not included in
c. How many classified support staff are needed?	20	for before-after school needs
d. Are there enough appropriately licensed support personnel such as counselors,	No	
e. Are principals & other key staff trained to provide instructional leadership and	Yes	
f. What staff development is necessary for teachers to support student success and	continued PD in standards and	
<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	Yes	
c. Are additional School Buses needed or any additional Routes needed?	Yes	
<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	during conferences	
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent	No	
e. What types of communication exists with families? Is it adequate?	social media and backpack notes	
f. What types of communication/social media exists with your community? Is it	social media outlets	
<b>SECTION 8: School Data</b>		<b>Notes</b>
a. Building Attendance Rate	92.7	
b. Building Chronic Absenteeism Rate	25.2	
c. District Chronic Absenteeism Rate	23.8	
d. District Graduation Rate	77.7	
e. District Dropout Rate	0.8	

<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>
a. Based on the building leadership team's analysis, what are the barriers your school	Culture, teacher workload,	
1. Can these be achieved with additional resources?	Training always important	
2. Why or why not?		
b. Additional building unique items:		

## 2023-2024 School Year Building Needs Assessment for 2024-2025 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	320	
b. Percentage of students with an active IEP	21.90%	70 students
c. Percentage of students enrolled in English Language Learner (ELL) services	35.00%	112 students
d. Percentage of students identified as At-Risk (Free lunch)?	69.00%	221 students
e. Pupil-Teacher Ratio Average	13.3	
f. Pupil-Teacher Ratio Median	19.7	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	Community Based Worker-
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	ESOL, Newcomers
i. Is there a tiered system of support to target reading growth?	Yes	FastForWord-95% Program
j. Is there a tiered system of support to target math growth?	Yes	Dreambox, Reflex, IXL
k. Are there local assessments to measure reading growth?	Yes	FastBridge Assessment
l. Are there local assessments to measure math growth?	Yes	FastBridge Assessment
m. Are there learning opportunities for students to focus on academic needs outside	Yes	Tiger Trails Program- Summer
n. Reviewing state assessment data, what steps are you taking for all students to	Yes	Implementation of practice and
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on		Intervention/Enrichment/Com
	Yes	
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition		Notes
a. How is social/emotional growth being measured?	Saebers/MySaebers	
b. What are the targets/goals related to social/emotional growth?	Identify Tier 3 student and	Small group referrals for
c. How do you determine students are ready for Kindergarten? (only if building serves		
d. What are the targets/goals related to Kindergarten Readiness? (only if building	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	n/a	
g. How are you ensuring students are civically engaged?	Participation is community	Kansas State Extention Agency,
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs,	Tiger Trails After School	
b. Are there appropriate and adequate instructional materials?	Yes	Teachers develop lessons that
c. Is current technology appropriate? If no, what technology is needed to support the	Yes	We are one to one using



<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	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	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable	Yes	
3. Sufficient understanding of governmental processes to enable the student to	Yes	
4. Sufficient self-knowledge and knowledge of his or her mental and physical	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her	Yes	
6. Sufficient training or preparation for advanced training in either academic or	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete	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	No	Long term subs occupy
b. How many classified support staff are currently employed?	10	
c. How many classified support staff are needed?	15	
d. Are there enough appropriately licensed support personnel such as counselors,	No	No counselor
e. Are principals & other key staff trained to provide instructional leadership and	Yes	
f. What staff development is necessary for teachers to support student success and	Training on Fast ForWord,	
<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	Yes	Electrical, Kitchen, and Plumbing
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	ESOL Adult classes, Community	
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent	No	
e. What types of communication exists with families? Is it adequate?	Social Media, Site Council	
f. What types of communication/social media exists with your community? Is it	Radio, Social Media, newspaper	
<b>SECTION 8: School Data</b>		<b>Notes</b>
a. Building Attendance Rate	93.6%	
b. Building Chronic Absenteeism Rate	13.4%	
c. District Chronic Absenteeism Rate	23.8%	
d. District Graduation Rate	77.7%	
e. District Dropout Rate	0.8	

<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	Attendance, Background	
1. Can these be achieved with additional resources?	yes	
2. Why or why not?	Providing parents with support	
b. Additional building unique items:	Translation tools or strategies is	



## 2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

<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	328	
b. Percentage of students with an active IEP	26.50%	87 students
c. Percentage of students enrolled in English Language Learner (ELL) services	32.30%	106 students
d. Percentage of students identified as At-Risk (Free lunch)?	44.70%	200 students
e. Pupil-Teacher Ratio Average	15.6	
f. Pupil-Teacher Ratio Median	16.6	
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	20 minute of intervention/enrichment each day
j. Is there a tiered system of support to target math growth?	Yes	20 minutes of intervention/enrichment every day
k. Are there local assessments to measure reading growth?	Yes	Fastbridge Assessments
l. Are there local assessments to measure math growth?	Yes	Fastbridge Assessments
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	After School Drone program, KID WIND, Summer Camps-- Forensics, Drone & Robotics,
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Intervention/enrichment time; testing groups with common testing time; curriculum mapping; textbook alignment
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Students are setting goals for themselves to move them into next proficiency levels.
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition</b>	<b>Notes</b>	

a. How is social/emotional growth being measured?	SAEBRS	Second Step curriculum is provided in Social Studies classrooms.
b. What are the targets/goals related to social/emotional growth?	Continue counselor support meetings & partnering with local mental health organization; lessen the number of students flagged as High Risk on SAEBS	
c. How do you determine students are ready for Kindergarten? (only if building serves		
d. What are the targets/goals related to Kindergarten Readiness? (only if building		
e. How are successes of Individual Plans of Study being measured?	Students have assignments in Xello. They also do interest inventories and learning styles inventory.	
f. What are the targets/goals related to postsecondary completion/attendance? (only		
g. How are you ensuring students are civically engaged?	This is a work in progress.	We are looking at ways to identify student engagement and helping students find access to those opportunities.
<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 Drone Program; Summer camps--Forensics, Drones & Robotics, Math	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the	Yes	Staff could use more training.
<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		
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?	No	Long-term sub occupy certified positions and there are certified teachers teaching outside of their content area.
b. How many classified support staff are currently employed?	11	Not including SPED paras
c. How many classified support staff are needed?	15	Need more paras in ELL with our increase in numbers
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Our nurse was divided between 4 buildings this year.
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?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Building is old and needs many repairs and upgrades.
c. Are additional School Buses needed or any additional Routes needed?	Yes	In town routes might help with attendance.
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>

a. Do you have regular events to engage parents with teachers?	Yes	P/T conferences, student led conferences, concerts, family engagement nights
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	
c. Do you have an active Site Council?	No	We have low attendance at meetings.
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 alerts, emails, texts, social media,	sometimes 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	92.6%	
b. Building Chronic Absenteeism Rate	23.7%	
c. District Chronic Absenteeism Rate	23.8%	
d. District Graduation Rate	77.7%	
e. District Dropout Rate	0.8%	

<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>
------------------------------	--	--------------

a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Student attendance, parent involvement, needs for facility improvement	
1. Can these be achieved with additional resources?	Possibly	

2. Why or why not?	At-risk coordinator could help with attendance	
--------------------	--	--

b. Additional building unique items:


---

## 2023-2024 School Year Building Needs Assessment for 2024-2025 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	447	
b. Percentage of students with an active IEP	13.80%	62 students
c. Percentage of students enrolled in English Language Learner (ELL) services	1.57%	74 students
d. Percentage of students identified as At-Risk (Free lunch)?	53.20%	229 students
e. Pupil-Teacher Ratio Average	15.9	
f. Pupil-Teacher Ratio Median	14.7	
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	ELL
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?	Yes	A tiered system of support in
k. Are there local assessments to measure reading growth?	Yes	Fastbridge
l. Are there local assessments to measure math growth?	Yes	Fastbridge
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	We offer Summer School opportunities and free after school tutoring
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	We are looking at student data collected through local assessments and screeners to provide tiered support to individual students
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		Notes
a. How is social/emotional growth being measured?	SAEBRS and MySAEBRS	
b. What are the targets/goals related to social/emotional growth?	Our target goal is to move all students out of "High Risk" and move our students from "Some Risk" to "Low Risk."	

## 2023-2024 School Year Building Needs Assessment for 2024-2025 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.		
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?	IPS KESA Rubric and 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 reach Postsecondary Success	
g. How are you ensuring students are civically engaged?	We are focused on increasing the number of students participating in clubs, student organizations, and community service opportunities. We have begun to collect data on students who are participating in community service opportunities.	



## 2023-2024 School Year Building Needs Assessment for 2024-2025 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.**

<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, and participation in clubs and student organizations are available for all students.	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the	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	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	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable	Yes	
3. Sufficient understanding of governmental processes to enable the student to	Yes	
4. Sufficient self-knowledge and knowledge of his or her mental and physical	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her	Yes	
6. Sufficient training or preparation for advanced training in either academic or	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete	Yes	

## 2023-2024 School Year Building Needs Assessment for 2024-2025 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.**

<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	
b. How many classified support staff are currently employed?	9	HPEC and Kitchen staff not included
c. How many classified support staff are needed?	10	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	
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, Trauma Informed Practices, Poverty Simulation, Support for ELL students	
<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	Closed classrooms for safety and learning - updated science 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	Parent Teacher Conferences, FAFSA Night, College Planning Night, etc.

## 2023-2024 School Year Building Needs Assessment for 2024-2025 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.**

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 to help learn English, "Pop In with Principal" nights to help inform parents about school policies and ways to support their student	
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent	Yes	
e. What types of communication exists with families? Is it adequate?	Social Media, text alerts, emails, phone calls	
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, radio station, newspaper	

## 2023-2024 School Year Building Needs Assessment for 2024-2025 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 8: School Data</b>		<b>Notes</b>
a. Building Attendance Rate	92.60%	
b. Building Chronic Absenteeism Rate	23.8%	
c. District Chronic Absenteeism Rate	23.8%	
d. District Graduation Rate	77.7%	
e. District Dropout Rate	0.8%	
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>		<b>Notes</b>
a. What is our building graduation rate	92.6%	
b. What is our building dropout rate?	0.9%	
c. What is our average comprehensive ACT score?	16.5	
<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?	Regular school attendance continues to be an issue. Other barriers include a growing population of ELL students and high rates of poverty	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	Yes additional resources could help provide professional learning opportunities regarding ELL teaching strategies and trauma informed learning	
b. Additional building unique items:	Ulysses High School facility is in need of attention to provide improved learning opportunities for students	

## 2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

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

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