

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

District: USD 477	Bldg #	Grades Served:
School: Ingalls High School	7666	6-12

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

SECTION 1: Student Needs	Notes
a. Student Headcount	121
b. Percentage of students with an active IEP	8.00%
c. Percentage of students enrolled in English Language Learner (ELL) services	3.00%
d. Percentage of students identified as At-Risk (Free lunch)?	19.00%
e. Pupil-Teacher Ratio Average	10.0
f. Pupil-Teacher Ratio Median	9.9
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?	Yes
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

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n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		
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?	SABERS/ KCTC Surveys/ Mentoring	These programs are set up to enable the high school/middle school to measure social/emotional growth.
b. What are the targets/goals related to social/emotional growth?	Every student is provided a mentor and has bi-weekly check-ins to support academic and social emotional growth.	Targets/goals are set on an individual basis to best fulfill the needs of each student.
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?	Google Doc. Bulldog Checklist	Mentors check off their mentees accomplishments as students progress throughout the year.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	To ensure that each student has a plan for their year 13 and 14 to either gain a certificate or be enrolled in a program to gain a degree/certificate.	Students meet with our school counselor semiannually to check in with their goals for year 13 and 14, and we have a google document where they map their courses and include the year 13 and 14.

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g How are you ensuring students are civically engaged?

School sponsored community service is something that we do every year; these are items on the checklist for each individual student. Students update this on their resumes they create as well during their mentor times; FFA, FCCLA, STUCCO, and NHS are involved in various community projects throughout the year as well.

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SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Yes	At the high school level our high school math teacher provides this support.
b. Are there appropriate and adequate instructional materials?	Yes	Summit Learning is the platform that we use and houses most of our instructional materials. Teachers also have classroom budgets in order to acquire additional classroom materials.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	USD 477 is 1-1 Chromebook to ensure everyone has access to adequate technology.
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	Summit Learning is grounded in reality based problem solving which is a reason our district went to this platform.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	Our students are required to take personal finance, as well as government. We also have current events offering which many of our students take.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	Government is a requirement for graduation at USD 477.

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4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Summit learning focuses on the 16 habits of success which emphasizes: healthy development, school readiness, mindsets for self and school, perseverance, and independence/ sustainability. P.E. and Health are also a required to graduate from Ingalls High School.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	We require 1 fine arts credit for graduation and provide students with opportunities to take a foreign language, forensics, and art classes.
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	We partnered with Dodge City Community College to give students opportunities to gain certification in various academic and vocational fields. Work study opportunities for our seniors as well are offered by our district.
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	Our partnership with DCCC and half-day work study opportunities for students are opportunities that would fit into this category. Our SKI-CAN network allows our district to give our students the opportunity to take classes that we do not offer in-house, and dual credit opportunities.

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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	All of our teachers at the secondary level are appropriately certified.
b. How many classified support staff are currently employed?	7	
c. How many classified support staff are needed?	7	
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?	MTSS Training, Differentiation training.	USD 477 is working with SWPRSC to accomplish these goals.
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	Some of the ways we engage with parents would be: P/T Conferences and open house nights. Mentor teachers are in contact with parents frequently via emails and calls as well.
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?	MyEducation Data parent night (using technology).	
c. Do you have an active Site Council?	Yes	

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d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	PTO, and Booster Club are very active within the school.	
e. What types of communication exists with families? Is it adequate?	Yes, we feel that communication with our families is adequate. Some of the forms we use are: email from mentor teachers; mentor teachers also record their mentor meeting with their Mentees with their parent. EZ messenger, Facebook, are two other forms of communication.	
f. What types of communication/social media exists with your community? Is it adequate?	Yes, we currently use Facebook, EZ messenger, email, and phone calls.	

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SECTION 8: School Data		Notes
a. Building Attendance Rate	95.8%	
b. Building Chronic Absenteeism Rate	9.5%	With our small numbers one student who is chronically absent can skew our numbers greatly. We had a small group of students who missed for health related reasons which drove up this percentage.
c. District Chronic Absenteeism Rate	8.0%	
d. District Graduation Rate	100.0%	
e. District Dropout Rate	0.0%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	100.0%	
b. What is our building dropout rate?	0.0%	
c. What is our average comprehensive ACT score?	19.3	All juniors take the ACT every year to give them an idea of what it is like. This drives our average down due to students not taking it as seriously if they have no plans to attend college at the time they take the ACT.
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?	Social/emotional issues stemming from COVID are still effecting every school. Teacher shortages coupled with little housing in our community is a struggle for our district and the state as a whole.	

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1. Can these be achieved with additional resources?	Yes and no, additional resources will help but time coupled with strong relationship building will ultimately play key roles.	
2. Why or why not?	ESSER funds assisted us in hiring a school social worker to assist with social emotional issues faced by some of our students. Housing in our community is not something that will be an ongoing challenge that additional resources would probably not fix.	
b. Additional building unique items:	The size of our district is unique because our data can be influenced greatly by even one student.	This fact can skew our data and misrepresent some aspects of our school.