

Budget Fiscal Year	2025
Needs Assessment Year	2024
State Assessment Review Year	2024

USD #	USD Name
446	Independence Public Schools

## 2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration

<b>District:</b> USD 446 Independence Public Schools	<b>Grades Served:</b> 3- and 4-year old
<b>School:</b> Riley Early Learning Center	<b>Bldg #</b> 6829
<b>SECTION 1: Student Needs</b>	
a. Student Headcount	102
b. Percentage of students with an active IEP	35.29%
c. Percentage of students enrolled in English Language Learner (ELL) services	2%
d. Percentage of students identified as At-Risk (Free lunch)?	68%
e. Pupil-Teacher Ratio Average	8.00
f. Pupil-Teacher Ratio Median	10
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
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	NA
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	PreK specifically focuses on identifying at-risk and special education needs that are barriers to success.
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>	
a. How is social/emotional growth being measured?	AIM Criterion-referenced Assessment, Ages & Stages Questionnaires, Developmental Checklists/Observations
b. What are the targets/goals related to social/emotional growth?	Identify and provide appropriate services to meet the academic and social emotional needs of student
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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<b>District:</b> USD 446 Independence Public Schools	<b>Grades Served:</b> 3- and 4-year old
<b>School:</b> Riley Early Learning Center	<b>Bldg # 6829</b>
e. How are successes of Individual Plans of Study being measured?	SIT process is utilized as needed to address individual students' social-emotional and academic needs.
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA
g. How are you ensuring students are civically engaged?	We plan a number of opportunities for students to interact with community members (speakers, presentations, guest readers).
<b>SECTION 3: Curriculum Needs</b>	
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Our preschool partners with Parents as Teachers, Birth to Three, Greenbush Early Learning Consortium, and Four County Mental Health to provide family engagement opportunities.
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. 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)	NA
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, appropriately scaffolded for PreK
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes, appropriately scaffolded for PreK
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes, appropriately scaffolded for PreK
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes, appropriately scaffolded for PreK
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes, appropriately scaffolded for PreK

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<b>District:</b> USD 446 Independence Public Schools	<b>Grades Served:</b> 3- and 4-year old
<b>School:</b> Riley Early Learning Center	<b>Bldg #</b> 6829
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, appropriately scaffolded for PreK
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, appropriately scaffolded for PreK
<b>SECTION 5: Staff Needs</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?	10
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	Research-based strategies to support the whole child
<b>SECTION 6: Facility Needs</b>	
a. Is there adequate space for student learning?	No
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes
c. Are additional School Buses needed or any additional Routes needed?	No
<b>SECTION 7: Family Needs/Community Relations</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?	Meet the Teacher Night, Site Council, Family Engagement Night
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?	Yes; Infinite Campus, phone calls, onsite parent teacher conferences

## 2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration

<b>District: USD 446 Independence Public Schools</b>		<b>Grades Served: 3- and 4-year old</b>
<b>School: Riley Early Learning Center</b>		<b>Bldg # 6829</b>
f. What types of communication/social media exists with your community? Is it adequate?		Facebook is the main source of social media. We also have two newspapers with a social media presence and there is a local radio station.
<b>SECTION 8: School Data</b>		
a. Building Attendance Rate		95.70%
b. Building Chronic Absenteeism Rate		NA, not tracked by KSDE for PreK
c. District Chronic Absenteeism Rate		21.71%
d. District Graduation Rate		82.2% (4Y); 79% (5Y)
e. District Dropout Rate		1.40%
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>		
a. What is our building graduation rate		NA
b. What is our building dropout rate?		NA
c. What is our average comprehensive ACT score?		NA
<b>SECTION 9: Other Data</b>		
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		Poverty, shortage of qualified staff
1. Can these be achieved with additional resources?		Yes, with additional support
2. Why or why not?		We could better address the issue if we had additional staff with the proper skillset. Funding is also a resource; it costs more to address learning deficiencies for at-risk students.

## 2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration

<b>District:</b>	<b>USD 446 Independence Public Schools</b>	<b>Grades Served: Kindergarten-2nd</b>
<b>School: Eisenhower Elementary</b>	<b>Bldg # 6821</b>	
<b>SECTION 1: Student Needs</b>		
a.	Student Headcount	362
b.	Percentage of students with an active IEP	4.20%
c.	Percentage of students enrolled in English Language Learner (ELL) services	6.30%
d.	Percentage of students identified as At-Risk (Free lunch)?	67%
e.	Pupil-Teacher Ratio Average	14.5
f.	Pupil-Teacher Ratio Median	15
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	Yes
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	NA
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	NA
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>		
a.	How is social/emotional growth being measured?	Screening Data/Family and Classroom Surveys/Behavior Data Sheets: Counseling and out SEL team meet regularly to verify tiered SEL interventions. Students of concern are reviewed weekly.
b.	What are the targets/goals related to social/emotional growth?	Tiered intervention of all students. Students will be able to identify their emotional sectors of their brain. Students will participate in tiered evaluations to determine assessment outcomes.

## 2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration

<b>District:</b>	<b>USD 446 Independence Public Schools</b>	<b>Grades Served: Kindergarten-2nd</b>
<b>School:</b>	<b>Eisenhower Elementary</b>	<b>Bldg # 6821</b>
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Kindergarten Readiness Survey/ASQ/Collaboration with our Pre-K.
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Reading Goal Identifiers/Math Goal Identifiers/ Motor Lab Initiatives: Students will participate in tiered evaluations to determine assessment outcomes.
e.	How are successes of Individual Plans of Study being measured?	Career/Community Activities, SIT Interventions, Classroom initiatives: Students are presented with many career pathway activities, guest speakers from multiple fields and civic engagement activities in the district.
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA
g.	How are you ensuring students are civically engaged?	Civic Partnership Presentation, Civic Involved Field Trips, Student Community Participation: STEM Float parade presentation, agricultural business activities, and job based engagement field trips.
<b>SECTION 3: Curriculum Needs</b>		
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Students have the opportunity to participate in the Kids Crew afterschool programs for whole child supports. Jump start is our summer at risk programs. Jumpstart is a two week program that focuses on closing academic gaps.
b.	Are there appropriate and adequate instructional materials?	Yes, we have a rigorous curriculum resource adoption process. Through the resource adoption, instructional materials are also selected.
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes for students and staff.

## 2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration

<b>District:</b>	<b>USD 446 Independence Public Schools</b>	<b>Grades Served: Kindergarten-2nd</b>
<b>School:</b>	<b>Eisenhower Elementary</b>	<b>Bldg # 6821</b>
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</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)	NA
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	Yes appropriately for K-2
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes appropriately for K-2
	3. Sufficient understanding of governmental processes to enable the student to understand the issues that	Yes appropriately for K-2
	4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes appropriately for K-2
	5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical	Yes appropriately for K-2
	6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable	Yes appropriately for K-2
	7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	Yes appropriately for K-2
<b>SECTION 5: Staff Needs</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; due to continued educational work force constraints we currently employ a highly certified candidate in a content area classroom as they complete their endorsement for a second certification
b.	How many classified support staff are currently employed?	38
c.	How many classified support staff are needed?	39
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	Yes
f.	What staff development is necessary for teachers to support student success and meet the school improvement goals?	Evidence based school development. Math and literacy development. Educational support in visable learning. Staff development is necessary for continued learning. These items will allow educators to feel confident in instructional practices and improve academic/social emptional goals.

2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration		
<b>District:</b>	<b>USD 446 Independence Public Schools</b>	<b>Grades Served: Kindergarten-2nd</b>
<b>School:</b>	<b>Eisenhower Elementary</b>	<b>Bldg # 6821</b>
<b>SECTION 6: Facility Needs</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, Improvements to access doors, security systems, inclusive playground equipment, and interior doorways to educational spaces.
c.	Are additional School Buses needed or any additional Routes needed?	No
<b>SECTION 7: Family Needs/Community Relations</b>		
a.	Do you have regular events to engage parents with teachers?	Yes: Reading with the community. Community
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?	Site Council, SIT Team Meeting, Parent Teacher Conferences: Currently developing a resource hub for future parent initiatives.
c.	Do you have an active Site Council?	Yes
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes
e.	What types of communication exists with families? Is it adequate?	Yes: Infinite Campus Parent Portal, Counseling Newsletter, Scheduled conferences, teacher communication systems.
f.	What types of communication/social media exists with your community? Is it adequate?	Yes; Facebook, weekly updates/videos, teacher communication platforms (remind,google classroom, etc.)
<b>SECTION 8: School Data</b>		
a.	Building Attendance Rate	94.30%
b.	Building Chronic Absenteeism Rate	17.31%
c.	District Chronic Absenteeism Rate	21.71%
d.	District Graduation Rate	82.2% (4Y); 79% (5Y)
e.	District Dropout Rate	1.40%
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>		

## 2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration

<b>District:</b>	<b>USD 446 Independence Public Schools</b>	<b>Grades Served: Kindergarten-2nd</b>
<b>School:</b>	<b>Eisenhower Elementary</b>	<b>Bldg # 6821</b>
	a. What is our building graduation rate	NA, this grade span doesn't serve Grades 10-12
	b. What is our building dropout rate?	
	c. What is our average comprehensive ACT score?	
<b>SECTION 9: Other Data</b>		
	a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Mental health, Poverty mindset, Behavioral supports: Students and families access to support systems, community supports, and programs.
	1. Can these be achieved with additional resources?	Yes, access to programing and continued human resources efforts.
	2. Why or why not?	Community has a belief in the school system, but limited access to programs. Efforts to bridge the gaps of these offsets are continued focus points.

## 2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration

<b>District: USD 446 Independence Public Schools</b>		<b>Grades Served: 3rd-5th</b>
<b>School: Jefferson School</b>		<b>Building # 6825</b>
<b>SECTION 1: Student Needs</b>		
a.	Student Headcount	392
b.	Percentage of students with an active IEP	18%
c.	Percentage of students enrolled in English Language Learner (ELL) services	3%
d.	Percentage of students identified as At-Risk (Free lunch)?	67%
e.	Pupil-Teacher Ratio Average	17
f.	Pupil-Teacher Ratio Median	18
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
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	We created a schedule that allows for title services to impact more students with research based interventions. Jefferson also moved from 25 minutes to 30 minutes 5 days a week for grade level intervention/enrichment for both math and reading. We have trained additional staff in Really Great Reading to target students who have reading deficits.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>		

## 2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration

<b>District: USD 446 Independence Public Schools</b>		<b>Grades Served: 3rd-5th</b>
<b>School: Jefferson School</b>		<b>Building # 6825</b>
a.	How is social/emotional growth being measured?	Through attendance and discipline referrals.
b.	What are the targets/goals related to social/emotional growth?	Our goal is to increase attendance and decrease discipline referrals so that students are receiving maximum instructional time.
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
e.	How are successes of Individual Plans of Study being measured?	Jefferson does not create or start IPS. That being said we introduce and partner with community businesses to help students explore potential career paths.
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA
g.	How are you ensuring students are civically engaged?	Providing field trips, speakers, and partnerships with the community.
<b>SECTION 3: Curriculum Needs</b>		
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Kids Crew is an afterschool program that provides enrichment, academic assistance, and social emotional lessons. Summer Cruise is a summer program for our academically at-risk students.

**2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration**

<b>District: USD 446 Independence Public Schools</b>		<b>Grades Served: 3rd-5th</b>
<b>School: Jefferson School</b>		<b>Building # 6825</b>
b.	Are there appropriate and adequate instructional materials?	Yes, all of our primary resources to support our curriculum were selected through a detailed process and is re-evaluated every 7 years.
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.	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)	NA
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. In addition, the district will implement more information about health/prevention in the future.
	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>		

## 2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration

<b>District: USD 446 Independence Public Schools</b>		<b>Grades Served: 3rd-5th</b>
<b>School: Jefferson School</b>		<b>Building # 6825</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. Retaining para educators and classified is still a challenge. In addition, this year, one classroom position was filled by an individual who had to apply for a waiver.
b.	How many classified support staff are currently employed?	33
c.	How many classified support staff are needed?	35
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. The district supports professional growth for all persons in a leadership role.
f.	What staff development is necessary for teachers to support student success and meet the school improvement goals?	We are currently targeting our 5 year Cognia plan. We are attending workshops/training that pertain to Social Emotional Learning to build consistency in vocabulary and strategies to help students succeed. We meet bi-weekly with our title team to collaborate on interventions, instruction, and schedules. We also meet monthly with our BLT to collaborate on many of the same topics.
<b>SECTION 6: Facility Needs</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?	No
c.	Are additional School Buses needed or any additional Routes needed?	No
<b>SECTION 7: Family Needs/Community Relations</b>		
a.	Do you have regular events to engage parents with teachers?	Yes

## 2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration

<b>District: USD 446 Independence Public Schools</b>		<b>Grades Served: 3rd-5th</b>
<b>School: Jefferson School</b>		<b>Building # 6825</b>
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?	Meet the Teacher, Site Council Meetings, Parent-Teacher Conferences, Family Engagment Events
c.	Do you have an active Site Council?	Yes
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes
e.	What types of communication exists with families? Is it adequate?	Yes
f.	What types of communication/social media exists with your community? Is it adequate?	Yes it is adequate. Facebook is the main outlet for communication along with Infinite Campus for mass messaging. Many teachers also use platforms such as DoJo, Remind, and Twitter. Our distirct webpage also offers a source of communication allowing for news, calendar of events, and a live feed that may inlude photos as well that transfer to Facebook and Twitter.
<b>SECTION 8: School Data</b>		
a.	Building Attendance Rate	96.23%
b.	Building Chronic Absenteeism Rate	13.24%
c.	District Chronic Absenteeism Rate	21.71%
d.	District Graduation Rate	82.2% (4Y); 79% (5Y)
e.	District Dropout Rate	1.40%
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>		
a.	What is our building graduation rate	NA
b.	What is our building dropout rate?	NA
c.	What is our average comprehensive ACT score?	NA
<b>SECTION 9: Other Data</b>		

**2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration**

<b>District: USD 446 Independence Public Schools</b>		<b>Grades Served: 3rd-5th</b>
<b>School: Jefferson School</b>		<b>Building # 6825</b>
a.	Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Poverty, mental health of both students and staff, shortage of classified staff and the ability fill teaching positions
	1. Can these be achieved with additional resources?	Yes
	2. Why or why not?	Appropriate funding, strengthening partnerships with mental health service providers

## 2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration

<b>District:</b>	USD 446 Independence Public Schools	<b>Grades Served:</b> 6th-8th
<b>School:</b>	Independence Middle School	<b>Bldg #</b> 6828

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

### SECTION 1: Student Needs

a. Student Headcount	413
b. Percentage of students with an active IEP	19%
c. Percentage of students enrolled in English Language Learner (ELL) services	2.6%
d. Percentage of students identified as At-Risk (Free lunch)?	64%
e. Pupil-Teacher Ratio Average	8.2
f. Pupil-Teacher Ratio Median	11.3
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes but more support services and personnel are needed.
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
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	We implement an evidenced-based program for differentiated support in math and reading; students are supported at their differentiated level 80 minutes per week to supplement (not supplant) core instruction on reading and math proficiency; those students identified as several grade levels below their peers have a highly qualified math teacher and para to assist during this time. Title services are provided for students who perform well below grade level in reading.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes

### SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)

**2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration**

<b>District:</b>	<b>USD 446 Independence Public Schools</b>	<b>Grades Served: 6th-8th</b>
<b>School:</b>	<b>Independence Middle School</b>	<b>Bldg # 6828</b>
a.	How is social/emotional growth being measured?	We are working to improve the social emotional well-being of all students as indicated by the rate of attendance, truancy, chronic absenteeism, and related data to include student climate survey, student engagement survey, the Communities that Care survey (completed by students) and the teacher's annual needs assessment data. Our evidence of success will be measured by a decrease in the number of suspensions, behavior referrals, and tardies. Additionally improved attendance and student survey rates related to relationships and teacher survey rates related to behavior and classroom management are also evaluated.
b.	What are the targets/goals related to social/emotional growth?	All students participate in weekly social-emotional lessons via the Leadworthy curriculum; student-led conferences each Spring; AVID and JAG students participate in activities that support social emotional growth. The Sparkwheel coordinator supports staff members and students in developing positive social emotional behavior. The Can We Talk student group develops the skills for students to have courageous conversations and the Teammates Program provides students a one-to-one mentorships between a community membes and themself. Lastly, counselor led student groups are created on an as-needed basis to support student social emotional 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

**2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration**

<b>District:</b>	<b>USD 446 Independence Public Schools</b>	<b>Grades Served: 6th-8th</b>
<b>School:</b>	<b>Independence Middle School</b>	<b>Bldg # 6828</b>
e.	How are successes of Individual Plans of Study being measured?	Students participate in Student-Led Conferences in the spring. Eight grade students are required to complete an IPS prior to conferences and give a presentation to their parent/guardian on their IPS data.
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA
g.	How are you ensuring students are civically engaged?	We plan a number of opportunities for students to interact with community members such as presentors and guest speakers. We take field trips that support understanding the community and our world. Students also participate in community service activities.

**SECTION 3: Curriculum Needs**

**2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration**

<b>District:</b>	<b>USD 446 Independence Public Schools</b>	<b>Grades Served: 6th-8th</b>
<b>School:</b>	<b>Independence Middle School</b>	<b>Bldg # 6828</b>
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Our 6th grade students can participate in an after-school program called Kids Crew and 7th/8th grade students may apply to work as "instructors". Kids Crew provides social emotional and academic support with a focus on the whole child. We also require students to stay after school once per week in "Academic Assistance" if they are failing a core class. Before and after school tutoring is available for any student who wants to come and get additional academic assistance. We also have the BRIDGES (Being Ready, Inspired, and Determined to Graduate Equals Success) Academy for students who struggle to learn the traditionally way. This alternative learning environment uses a hybrid approach (some onsite and some remote learning) OR a fully remote learning approach. It is staffed with a school counselor and a reading specialist.
b.	Are there appropriate and adequate instructional materials?	Yes, we have a 7 year resource adoption cycle and a thorough process for researching and adopting evidence-based programs.
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.	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)	NA
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

**2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration**

<b>District:</b>	<b>USD 446 Independence Public Schools</b>	<b>Grades Served: 6th-8th</b>
<b>School:</b>	<b>Independence Middle School</b>	<b>Bldg # 6828</b>
	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>		
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. Finding qualified teaching and para support is difficult due to shortages in the workforce.
b.	How many classified support staff are currently employed?	21; this includes 7 TriCounty COOP paraeducators not employed by the district, but work in IMS
c.	How many classified support staff are needed?	25; We need to offer title math services; I have not been able to fill a second ESOL paraeducator.
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No. Finding qualified teaching and para support is difficult due to shortages in the workforce.
e.	Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes

**2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration**

<b>District:</b>	<b>USD 446 Independence Public Schools</b>	<b>Grades Served: 6th-8th</b>
<b>School:</b>	<b>Independence Middle School</b>	<b>Bldg # 6828</b>
f.	What staff development is necessary for teachers to support student success and meet the school improvement goals?	Evidence-based strategies to support the whole child, structured literacy, mathematical practices, and instructional strategies for students with special needs (ESOL, SPED, Gifted, etc.). Also, what data should teachers be evaluating and using to measure success (ie. classroom assessments vs. benchmark assessments; local vs. state measures).
<b>SECTION 6: Facility Needs</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?	No
c.	Are additional School Buses needed or any additional Routes needed?	Yes. Bus routes are needed for students who stay after school for extra curriculuar and/or academic assistance.
<b>SECTION 7: Family Needs/Community Relations</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?	New Student Orientation, Open House, Parent-Teacher Conferences, Site Council Meetings
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?	Family engagement events, Infinite Campus, emails and phone calls, On-sight Parent-Teacher Conferences, Post Cards to report "good things" that are happening. Yes, it's adequate.

2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration		
<b>District:</b>	<b>USD 446 Independence Public Schools</b>	<b>Grades Served: 6th-8th</b>
<b>School:</b>	<b>Independence Middle School</b>	<b>Bldg # 6828</b>
	f. What types of communication/social media exists with your community? Is it adequate?	Facebook is the main source of social media. Many teachers and coaches use the Remind App. We also have two local newspapers with a social media presence; a local radio station, as well.
<b>SECTION 8: School Data</b>		
	a. Building Attendance Rate	93.17%
	b. Building Chronic Absenteeism Rate	25.05%
	c. District Chronic Absenteeism Rate	21.71%
	d. District Graduation Rate	82.2% (4Y); 79% (5Y)
	e. District Dropout Rate	1.40%
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>		
	a. What is our building graduation rate	NA
	b. What is our building dropout rate?	NA
	c. What is our average comprehensive ACT score?	NA
<b>SECTION 9: Other Data</b>		
	a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Poverty rates; student attendance; shortage of qualified staff
	1. Can these be achieved with additional resources?	These issues can be mitigated with additional support.
	2. Why or why not?	We consider people a resource so if we had more people with the proper skillset we know that we could better address these issues; we also consider funding a resource; it costs more to address learning deficiencies for at risk students and close all learning and opportunity gaps.

## 2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration

<b>District: USD 446 Independence Public Schools</b>		<b>Grades Served: 9th-12th</b>
<b>School: Independence High School</b>		<b>Bldg # 6830</b>
<b>SECTION 1: Student Needs</b>		
a.	Student Headcount	561
b.	Percentage of students with an active IEP	15.7%
c.	Percentage of students enrolled in English Language Learner (ELL) services	2%
d.	Percentage of students identified as At-Risk (Free lunch)?	49%
e.	Pupil-Teacher Ratio Average	11.64
f.	Pupil-Teacher Ratio Median	11
g.	Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes but more support services and personnel are needed
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
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	We implement an evidence-based online program for differentiated support in reading; below grade level students are supported at their differentiated level 60 minutes a week and/or participate in a class called English Essentials with a focus on identifying and closing learning gaps.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>		

## 2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration

<b>District: USD 446 Independence Public Schools</b>		<b>Grades Served: 9th-12th</b>
<b>School:</b>	<b>Independence High School</b>	<b>Bldg # 6830</b>
a.	How is social/emotional growth being measured?	Our two school counselors also offer small group and 1:1 sessions for identified social emotional needs. Our school counselors also oversee necessary training for staff and students in bullying, violence, and suicide prevention. Our Home-to-School Coordinator oversees our truancy efforts and manages our partnership with Four County Mental Health which allows for students to receive counseling services at school and to ease the transition between home and school. Additionally, they are spearheading a new 1:1 mentoring program called TeamMates which matches a mentor to a student all the way through high school graduation. We have implemented Character Strong that is a Tier 1 social emotional initiative. We provide a lesson every Monday during Advisory. And finally, we have Communities in Schools personnel at our high school to further surround students with a community of support, empowering them to stay in school and achieve in life.
b.	What are the targets/goals related to social/emotional growth?	Identify and provide appropriate services to meet the academic and social emotional needs of students. Improvement in building rates for: attendance, absenteeism, discipline referrals, and dropout. We have a community in schools liason in our office that has a caseload of 65. We also offer JAG-K which helps our students who struggle with attendance, absernteeism, discipline, and dropouts.
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

**2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration**

<b>District: USD 446 Independence Public Schools</b>		<b>Grades Served: 9th-12th</b>
<b>School: Independence High School</b>		<b>Bldg # 6830</b>
e.	How are successes of Individual Plans of Study being measured?	At IHS we utilize the SIT process as needed to address individual student social-emotional and academic needs. This involves implementing strategies, collecting data, and making changes to the strategies implemented to help a student find success. All students participate in activities and/or classes that support career exploration, personal finance, and civic engagement. Students develop an Individual Plan of Study throughout their high school career, which begins with a career interest survey. All students participate in the pre-ACT (9th) and ACT/ACT Workkeys (11th) and review the results with content area teachers. Advisory teachers help students fill in their IPS with the following: 1. Required Credits; 2. Current Grades and Credits Attained; 3. Assessment Scores (STAR, ACT, Workkeys, ASVAB, Accuplacer, PSAT, State Assessments, CPASS); 4. Top 10 Careers from Matchmaker; 5. Top 3 Careers of Interest, Education Required, College Possibilities for each of these Career Interests; 6. Clubs, Activities; 7. Honors, Recognitions; 8. Service Learning. All students participate in student led conferences (Fall: credits, job options, current classes; Spring: credits, grades, careers and classes to take (11th grade – ACT and Workkeys, 12th grade – postsecondary accomplishments). All students attend an annual IHS Career Fair hosted by the IHS CTE Department (9-12: Develop interview skills with Kansas Works; Visit career fair vendors; 10-12: Select Top 3 careers and meet with professionals in those fields). All students participate in onsite College Recruitment Days. All students visit ICC annually and all 12th grade students participate in ICC Finance Day. Each student has a resume that is attached to their IPS as well.

**2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration**

<b>District: USD 446 Independence Public Schools</b>		<b>Grades Served: 9th-12th</b>
<b>School: Independence High School</b>		<b>Bldg # 6830</b>
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Provide educational opportunities and curriculum that will ensure all students will be Career and/or College ready upon High School graduation. In 2018, 8% of Independence High School graduates were Kansas Scholar Curriculum completers, while 6% of graduates were CTE Completers. In addition, 31% of students graduated with at least 12 college credit hours. By end of our improvement cycle, 55% of Independence High School graduates obtained one or more of the following: Kansas Scholar Curriculum certificate, CTE Completer recognition, and/or at least 12 college credit hours. We are in year 7 of having AVID at our high school. The main focus of AVID is to get students to college and be successful.
g.	How are you ensuring students are civically engaged?	We plan a number of opportunities for students to interact with community members (speakers, presentations) and we take a number of field trips that support understanding the community and our world. Students also participate in community service and students are required to have 20 hours of service learning in order to graduate. We also recognize 100+ hours of service learning at graduation.

**SECTION 3: Curriculum Needs**

## 2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration

<b>District: USD 446 Independence Public Schools</b>		<b>Grades Served: 9th-12th</b>
<b>School: Independence High School</b>		<b>Bldg # 6830</b>
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	9th-12th grade students may apply to work as Kids Crew "instructors." Kids Crew is a program that provides social emotional and academic support with a focus on the whole child. We also offer academic assistance as an option or a requirement for students depending on their level of struggle. We offer a learning lab during the school year and a four-week credit recovery summer session for students who are not on track to graduate. Also, we have a virtual learning setting BRIDGES Academy (being ready, inspired, and determined to graduate equals success) which is an optional or mandatory option for students who are more than one grade level behind. This alternative learning environment uses a hybrid approach (some onsite and some remote learning). It is staffed with a school counselor and a reading specialist.
b.	Are there appropriate and adequate instructional materials?	Yes, we have a 7-year resource adoption cycle and a thorough process for researching and adopting evidence-based programs.
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.	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?	
	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

## 2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration

<b>District: USD 446 Independence Public Schools</b>		<b>Grades Served: 9th-12th</b>
<b>School: Independence High School</b>		<b>Bldg # 6830</b>
	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>		
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?	No. Finding qualified teaching and para support is difficult due to shortages in the workforce.
b.	How many classified support staff are currently employed?	62 (includes food service)
c.	How many classified support staff are needed?	62
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?	Evidence-based strategies to support the whole child, structured literacy, mathematical practices, instructional strategies for students with special needs (English Language Learners, SPED, Gifted); ACT Prep
<b>SECTION 6: Facility Needs</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
c.	Are additional School Buses needed or any additional Routes needed?	No
<b>SECTION 7: Family Needs/Community Relations</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?	New Student Orientation, Open House, Parent-Teacher Conferences/Student led conferences, Site Council Meetings, Senior Night, Incoming freshman parent night, FAFSA night

## 2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration

<b>District: USD 446 Independence Public Schools</b>		<b>Grades Served: 9th-12th</b>
<b>School: Independence High School</b>		<b>Bldg # 6830</b>
c.	Do you have an active Site Council?	Yes
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes booster clubs
e.	What types of communication exists with families? Is it adequate?	Family engagement events, Infinite Campus, Phone Calls, On Sight Parent Teacher Conferences; Remind, Website, Facebook, Site Council
f.	What types of communication/social media exists with your community? Is it adequate?	Facebook is the main source of social media but we also utilize X; many teachers and coaches use Remind. We also have two newspapers with a social media presence and there is a local radio station. Community calendar that our chamber puts on the radio that always has high school events.
<b>SECTION 8: School Data</b>		
a.	Building Attendance Rate	92.42%
b.	Building Chronic Absenteeism Rate	28.86%
c.	District Chronic Absenteeism Rate	21.71%
d.	District Graduation Rate	82.2% (4-yr); 79% (5-yr)
e.	District Dropout Rate	1.40%
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>		
	a. What is our building graduation rate	87% (4-yr), 88.2% (5-yr)
	b. What is our building dropout rate?	1.30%
	c. What is our average comprehensive ACT score?	19.1
<b>SECTION 9: Other Data</b>		
a.	Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	poverty, shortage of qualified staff, single parent household numbers are high, attendance, Humboldt Virtual Program, referral numbers on the rise, engaged parents, rise of non-english speaking students, Parents valuing education
	1. Can these be achieved with additional resources?	These issues can be mitigated with additional support.

**2023-24 School Year Building Needs Assessment for 2024-25 Budget Consideration**

<b>District: USD 446 Independence Public Schools</b>		<b>Grades Served: 9th-12th</b>
<b>School:</b>	<b>Independence High School</b>	<b>Bldg # 6830</b>
	2. Why or why not?	We consider people a resource so if we had more people with the proper skill set we know that we could better address these issues; we also consider funding a resource; it costs more to address learning deficiencies for at risk students and close all learning and opportunity gaps.