

## 2020-2021 State Assessments Review for 2022-2023 Budget Considerations

### District: 501 Topeka Public Schools

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

Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments

<p><b>Avondale Academy</b></p>	<p>K-12, NG</p>	<p>Avondale Academy is a unique building servicing high needs at risk students who need smaller settings, students on short term suspension and virtual students. 20% of students require either Special Education Services or English Learner services. Avondale has a low chronic absenteeism rate of 2.8%, but an extremely low graduation rate of 21.7% and extremely high drop out rate of 76.7%. The student population is not static by design, but this creates challenges in establishing a sense of community. It can be difficult to engage with families at times.</p>	<p>Continue to fund 1 FTE College and Career Advocate through ESSER funding. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 91% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 45% of students scoring a level 1 will increase their KAP score performance by one or more level (s) in both reading and math. In 1-3 years, 15% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 5% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education achieving a level 2, 3 or 4 will, on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>Capital City School</b></p>	<p>7-12,NG</p>	<p>Capital City receives Comprehensive Support for Improvement. Capital City is a unique building servicing high needs at special education students who need smaller settings. 100% of students require either Special Education Services. 3% of students also need English Learner services. Capital City has a special needs index of 2.53Capital City has a chronic absenteeism rate of -----and a graduation rate of 64.3% as well as a drop out rate of 5.1%. Although not insurmountable, the student population's high behavioral and social emotional needs are added barriers to student achievement. It can be difficult to engage with families at times.</p>	<p>Continue to fund special education teaching staff at an increased student to teacher to student ratio of 4:1. Continue to fund para to teacher ratio of 3.75/ :1.Continue to ensure staff/student ratio for mental health and EL staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 95% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 30% of students scoring a level 1 will increase their KAP score performance by one or more level (s) in both reading and math. In 1-3 years, 15% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 5% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education achieving a level 2, 3 or 4 will, on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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Chase	6-8	<p>The building special needs index is 1.52. 30% of students require either Special Education Services or English Learner services. Chase has 9.7% chronic absenteeism rate. Providing transportation to after school and summer school would improve access, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Additionally our students show risk for social emotional concerns. Additionally Chase is located in a unique neighborhood which lacks many resources. Students are also transient and experience poverty as evidenced by a mobility of rate of 27% and a low SES percentage of 92%. It can be difficult to engage with families at times.</p>	<p>Continue to fund 1 FTE instructional coach through ESSER funding, 1 FTE Dean of Students and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 89% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 30% of students scoring a level 1 will increase their KAP score performance by one or more level (s) in both reading and math. In 1-3 years, 15% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education and ELL students achieving a level 2, 3 or 4 will, on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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Eisenhower	6-8	<p>Eisenhower is a comprehensive school. The building special needs index is 1.55. 42% of students require either Special Education Services or English Learner services. Eisenhower has 18.8% chronic absenteeism rate. Providing transportation to after school and summer school would improve access, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Additionally our students show risk for social emotional concerns. Students are also transient and experience poverty as evidenced by a mobility of rate of 24% and a low SES percentage of 90%. It can be difficult to engage with families at times.</p>	<p>Continue to fund 1 FTE instructional coach and 1 FTE interventionist through ESSER funding. .50 FTE Dean of Students and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 91% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 55% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 20% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 5% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>French</b></p>	<p>6-8</p>	<p>The building special needs index is 1.17. 28% of students require either Special Education Services or English Learner services. French has 11.3% chronic absenteeism rate. Providing transportation to after school and summer school would improve access, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Students are also transient and experience poverty as evidenced by a mobility of rate of 20% and a low SES percentage of 70%. It can be difficult to engage with families at times.</p>	<p>Continue to fund 1 FTE instructional coach through ESSER funding, and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 78% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 15% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 25% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>Highland Park Central</b></p>	<p>K-5</p>	<p>HPC receives targeted support for improvement. Many students at HPC face significant challenges. The building special needs index is 1.81, the second highest elementary school index. 44% of students require either Special Education Services or English Learner services. Families struggle to provide transportation for students. Providing transportation to after school and summer school would improve access, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Additionally our students show significant risk for social emotional concerns. HPC students are also very transient as evidenced by a mobility of rate of 40%, well above the district average of 27%. experience poverty evidenced by a 93% low SES population. It can be difficult to engage with families at times.</p>	<p>Continue to fund 1 FTE Dean of Students, 2.0 interventionists and 1.0 FTE instructional coach. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 93% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 45% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 30% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>Highland Park High School</b></p>	<p>9-12</p>	<p>Highland Park High School receives targeted improvement support. The building special needs index is 1.60. 40% of students require either Special Education Services or English Learner services. HPHS has a 34% chronic absenteeism rate, almost double the district average. Students are also transient and experience poverty as evidenced by a mobility of rate of 28% and a low SES percentage of 89%. It can be difficult to engage with families at times.</p>	<p>Continue to fund 1 FTE instructional coach through ESSER funding, 1 FTE College and Career Advocate, 2 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 90% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 45% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 30% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>Hope Street Academy</b></p>	<p>9-12</p>	<p>Hope Street Academy is a unique building servicing at risk students who need a smaller setting. The building special needs index is 1.37. 12% of students require either Special Education Services or English Learner services. Students are also transient and experience poverty as evidenced by a higher than district average mobility of rate of 43% and a low SES percentage of 86%. It can be difficult to engage with families at times.</p>	<p>Hope Street receives Comprehensive Support for Improvement. Hope Street Academy is a unique building servicing at risk students who need a smaller setting. The building special needs index is 1.37. 12% of students require either Special Education Services or English Learner services. Students are also transient and experience poverty as evidenced by a higher than district average mobility of rate of 43% and a low SES percentage of 86%. It can be difficult to engage with families at times.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 90% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 45% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 30% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years 5% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>Jardine Elementary</b></p>	<p>K-5,PK (w/IEP),PK, PKAR (3 YO), PKAR (4 YO)</p>	<p>The building special needs index is 1.27. 30% of students require either Special Education Services or English Learner services. Some families struggle to provide transportation for students. Providing transportation to would improve access, however the bus driver shortage has impacted the ability to provide transportation. Additionally our students show risk for social emotional concerns. JES students are also transient as evidenced by a mobility of rate of 20% and experience poverty evidenced by a 75% low SES population. It can be difficult to engage with families at times.</p>	<p>Continue to fund .5 FTE Dean of Students, 3.0 interventionists, 1FTE Steam Coach, and 1.7 FTE instructional coach. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 74% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 25% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 15% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>Jardine Middle</b></p>	<p>6-8</p>	<p>The building special needs index is 1.28. 32% of students require either Special Education Services or English Learner services. JMS has 7.9% chronic absenteeism rate. Students are also transient and experience poverty as evidenced by a mobility of rate of 24% and a low SES percentage of 78%. It can be difficult to engage with families at times.</p>	<p>Continue to fund 1 FTE instructional coach through ESSER funding, and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 86% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 25% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 20% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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Landon	6-8	The building special needs index is 1.29. 27% of students require either Special Education Services or English Learner services LMS has 9.9% chronic absenteeism rate. Students are also transient and experience poverty as evidenced by a mobility of rate of 26% and a low SES percentage of 73%. It can be difficult to engage with families at times.	Continue to fund 1 FTE instructional coach through ESSER funding, and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.	All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 78% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 25% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 20% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years 5% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.	By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.
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<p><b>Lowman Hill</b></p>	<p>K-5,PK (w/IEP),PK, PKAR (4 YO)</p>	<p>The building special needs index is 1.48. 38% of students require either Special Education Services or English Learner services. Families struggle to provide transportation for students as evidenced by a 27.2% chronic absenteeism rate. Providing transportation to after school and summer school would improve outcomes, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Additionally our students show significant risk for social emotional concerns. ECPA students are also very transient and experience poverty as evidenced by a mobility rate of 21% and a low SES percentage of 85%.</p>	<p>Continue to fund 1 FTE instructional coach, 2 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 75% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 25% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 20% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years 5% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>McCarter</b></p>	<p>K-5,PK (w/IEP),PK, PKAR (4 YO)</p>	<p>The building special needs index is 1.12. 30% of students require either Special Education Services or English Learner services. McCarter has a 8.1% chronic absenteeism rate.McCarter students are transient and experience poverty as evidenced by a mobility of rate of 18% and a low SES percentage of 62%.</p>	<p>Continue to fund 1 FTE instructional coach, 2 FTE interventionists.Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 58% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 10% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 30% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>McClure</b></p>	<p>K-5,PK (w/IEP),PK, PKAR (4 YO)</p>	<p>The building special needs index is 1.29. 34% of students require either Special Education Services or English Learner services. McClure has a 10.7% chronic absenteeism rate. McClure students are transient and experience poverty as evidenced by a mobility of rate of 24% and a low SES percentage of 70%.</p>	<p>Continue to fund 1 FTE instructional coach, 2 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 62% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 15% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 30% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>McEachron</b></p>	<p>K-5,PK (w/IEP),PK, PKAR (4 YO)</p>	<p>The building special needs index is 1.20.26% of students require either Special Education Services. McEachron has a 7.9% chronic absenteeism rate.McEachron students are transient and experience poverty as evidenced by a mobility of rate of 28% and a low SES percentage of 67%.</p>	<p>Continue to fund 1 FTE instructional coach, 2 FTE interventionists.Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 54% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 25% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 20% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>Meadows</b></p>	<p>K-5,PK (w/IEP),PK, PKAR (3 YO), PKAR (4 YO)</p>	<p>The building special needs index is 1.60. 39% of students require either Special Education Services or English Learner services. Meadow has a 22.9% chronic absenteeism rate. and Meadows students are transient and experience poverty as evidenced by a high mobility of rate of 46% and a low SES percentage of 76%.</p>	<p>Continue to fund 1 FTE instructional coach, 2 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 69% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 15% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 25% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years 5% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>Quincy</b></p>	<p>K-5,PK (w/IEP),PK, PKAR (4 YO)</p>	<p>The building special needs index is 1.97, the highest of all elementary schools. 41% of students require either Special Education Services or English Learner services. Families struggle to provide transportation for students as evidenced by an 15.9% chronic absenteeism rate. Providing transportation to after school and summer school would improve access, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Additionally our students show risk for social emotional concerns. Additionally Quincy is located in an area close to the homeless shelter and many students are served by the shelter. Students are also transient and experience poverty as evidenced by an incredibly high mobility of rate of 61%, more than twice the district average and a low SES percentage of 90%.It can be difficult to engage with families at times.</p>	<p>Continue to fund 1 FTE instructional coach/dean of students and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 82% of students score Level 1 and 2 on their KAP assessment.. In 2-4 years, 20% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 25% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 5% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>Randolph</b></p>	<p>K-5,PK (w/IEP),PK, PKAR (3 YO), PKAR (4 YO)</p>	<p>The building special needs index is 1.22. 28% of students require either Special Education Services or English Learner services. Randolph has a 21.5% chronic absenteeism rate. and Randolph students are transient and experience poverty as evidenced by a high mobility of rate of 27% and a low SES percentage of 71%.</p>	<p>Continue to fund 1 FTE instructional coach, 1.5 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 66% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 20% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 25% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>Robinson</b></p>	<p>6-8</p>	<p>The building special needs index is 1.59, the highest middle school index. 34% of students require either Special Education Services or English Learner services. Robinson has 16.6% chronic absenteeism rate. Providing transportation to after school and summer school would improve access, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Additionally our students show risk for social emotional concerns. Additionally Robinson is located in a neighborhood which lacks many resources. Students are also transient and experience poverty as evidenced by a mobility of rate of 42% and a low SES percentage of 86%.It can be difficult to engage with families at times.</p>	<p>Continue to fund 1 FTE instructional coach through ESSER funding, 1 FTE Interventionists and 1 FTE Dean of Students/Behavior coach.. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 87% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 30% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 25% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>Ross</b></p>	<p>K-5,PK (w/IEP),PK, PKAR (3 YO), PKAR (4 YO)</p>	<p>Many students at Ross face significant challenges. The building special needs index is 1.67, the third highest elementary school index.49% of students require either Special Education Services or English Learner services. Ross receives comprehensive support for school improvement, the only elementary school in the district with that designation. Families struggle to provide transportation for students. This is evidenced in the school's chronic absenteeism rate of 29.5, which is higher than the district average. Providing transportation to after school and summer school would improve access, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Additionally our students show significant risk for social emotional concerns. Ross students are also very transient and experience poverty evidenced by a mobility of rate of 32% and a 87% low SES percentage. It can be difficult to engage with families at times.</p>	<p>Fund 1 additional administration staff FTE, 1 additional FTE Dean of Students for a total of 2 FTEs. Ensure funding for 2 FTE Interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 75% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 45% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 30% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years,3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>Scott</b></p>	<p>K-5,PK (w/IEP),PK, PKAR (4 YO)</p>	<p>The building special needs index is 1.29, the highest of all elementary schools. 62% of students require either Special Education Services or English Learner services.Scott has an 12.8% chronic absenteeism rate. Students are also transient and experience poverty as evidenced by a mobility of rate of 9%, and a low SES percentage of 81%.</p>	<p>Continue to fund 1 FTE instructional coach and 1 FTE Dual Language Coordinator, and 3 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 86% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 25% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 20% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years,3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>State Street</b></p>	<p>K-5,PK (w/IEP),PK, PKAR (3 YO), PKAR (4 YO)</p>	<p>The building special needs index is 1.46. 36% of students require either Special Education Services or English Learner services. Families struggle to provide transportation for students as evidenced by an 19.3% chronic absenteeism rate which is slightly higher than the district average. Providing transportation to after school and summer school would improve access, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Additionally our students show risk for social emotional concerns. Additionally State Street is located in a unique neighborhood which lacks many resources. State Street students are also transient and experience poverty as evidenced by a mobility of rate of 21% and a low SES percentage of 88%.</p>	<p>Continue to fund 1 FTE instructional coach, and 2 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 76% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 20% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 25% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 5% of students scoring a level 3 will their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>Topeka High</b></p>	<p>9-12</p>	<p>Topeka High School receives comprehensive improvement support. The building special needs index is 1.34. 30% of students require either Special Education Services or English Learner services. THS has a 35.2% chronic absenteeism rate. Students are also transient and experience poverty as evidenced by a mobility of rate of 31% and a low SES percentage of 71%. It can be difficult to engage with families at times.</p>	<p>Continue to fund 1 FTE instructional coach (ESSER), 2 FTE College and Career Advocate 1 ESSER, 1 Title). Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 81% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 35% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 15% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 5% of students scoring a level 3 will their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>Topeka West High</b></p>	<p>9-12</p>	<p>The building special needs index is 1.12. 22% of students require either Special Education Services or English Learner services. TWHS has a 18.4% chronic absenteeism rate. Students are also transient and experience poverty as evidenced by a mobility of rate of 24% and a low SES percentage of 63%. It can be difficult to engage with families at times.</p>	<p>Continue to fund 1 FTE instructional coach (ESSER) Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 80% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 30% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 15% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 5% of students scoring a level 3 will their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>Whitson</b></p>	<p>K-5,PK (w/IEP),PK, PKAR (3 YO), PKAR (4 YO)</p>	<p>The building special needs index is 1.20. 39% of students require either Special Education Services or English Learner services. Whitson has a 7% chronic absenteeism rate. Students are also transient and experience poverty as evidenced by a mobility of rate of 16%, and a low SES percentage of 64%.</p>	<p>Continue to fund 1 FTE instructional coach, and 3 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 62% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 10% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 25% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 5% of students scoring a level 3 will their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p><b>Williams</b></p>	<p>K-5,PK (w/IEP),PK, PKAR (3 YO), PKAR (4 YO)</p>	<p>The building special needs index is 1.46. 31% of students require either Special Education Services or English Learner services. Families struggle to provide transportation for students as evidenced by an almost 19% chronic absenteeism rate. Providing transportation to after school and summer school would improve access, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Additionally our students show significant risk for social emotional concerns. Williams students are also very transient and experience poverty as evidenced by a mobility of rate of 30% and a low SES percentage of 89%.It can be difficult to engage with families at times.</p>	<p>Continue to fund 1 FTE instructional coach, 2 FTE interventionists and 1 FTE Dean of Students. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 82% of students score Level 1 and 2 on their KAP assessment.In 2-4 years, 25% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 20% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years,3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2028.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the special education subgroup which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Avondale Academy	8446	K-12,NG

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

SECTION 1: Student Needs		Notes
a. Student Headcount	356	
b. Percentage of students with an active IEP	19.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	1.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	60.00%	
e. Pupil-Teacher Ratio Average	9.6	Many students are virtual students and work independently
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plan
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Avondale Academy	8446	K-12,NG

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Winter 2022 (fall data incomplete) Baseline: 75%, externalizing, 81% internalizing. SEG Winter 2022 Baseline: 27%
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?	Individualized Plans of Study (IPS) plans are updated regularly by students and reviewed by staff. IPS plans are also assessed for completeness at least annually. Successes are also measured by students' successful achievement of their identified goals.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	95% for Four-Year and Five-Year Adjusted Cohort Graduation Rate, attendance and 75% post secondary success rate.	
g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest. High School students participate in civic leadership projects such as supporting voter registration, serving elderly, staffing food giveaways and numerous other projects. High school students also complete grant applications to fund their civic engagement.	Avondale students haven written grants to beautify their building grounds.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Avondale Academy	8446	K-12,NG

**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.)?	ESSER after school and summer academic and enrichment opportunities 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 curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Avondale Academy	8446	K-12,NG

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

		<b>Notes</b>
<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?	0	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, and Social Emotional Learning, GEI process Boystown, virtual learning and intervention training.	
<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	Ceiling and lights replacement
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Avondale Academy	8446	K-12,NG

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

<p>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?</p>	<p>Avondale Academy hosts two family engagement evenings focusing on Science, Reading and Math. In addition, a third night focusing on Filing taxes, Pathway stations for TCALC, WIT, Military, FAFSA. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Olweus and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Avondale Academy	8446	K-12,NG

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

SECTION 8: School Data		Notes
a. Building Attendance Rate	99.2%	Most students attend virtually
b. Building Chronic Absenteeism Rate	2.8%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	21.7%	
b. What is our building dropout rate?	76.7%	
c. What is our average comprehensive ACT score?	n/a	
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?	Avondale Academy is a unique building servicing high needs at risk students who need smaller settings, students on short term suspension and virtual students.20% of students require either Special Education Services or English Learner services. Avondale has a low chronic absenteeism rate of 2.8%, graduation rate of 21.7% and drop out rate of 76.7%. The student population is not static by design, but this creates challenges in establishing a sense of community. It can be difficult to engage with families at times.	
1. Can these be achieved with additional resources?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Avondale Academy	8446	K-12,NG

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

2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Additionally, because of the small population, the teacher to student ratio is much lower. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund 1 FTE College and Career Advocate through ESSER funding. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.
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b. Additional building unique items:		
	Alternative school, virtual school	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Capital City	8552	7-12,NG

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

SECTION 1: Student Needs	Notes
a. Student Headcount	75
b. Percentage of students with an active IEP	100.00%
c. Percentage of students enrolled in English Language Learner (ELL) services	3.00%
d. Percentage of students identified as At-Risk (Free lunch)?	64.00%
e. Pupil-Teacher Ratio Average	4.2
f. Pupil-Teacher Ratio Median	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes
i. Is there a tiered system of support to target reading growth?	Yes
j. Is there a tiered system of support to target math growth?	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?	Yes
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)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.
	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Capital City	8552	7-12,NG

Please consider the following questions as you complete the needs assessment for your building.		
b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021(fall data incomplete) Baseline: 25%, externalizing, 40% internalizing. SEG Winter 2022 Baseline: 18%. Capital City specializes in students with emotional and behavioral disorders.
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?	Individualized Plans of Study (IPS) plans are updated regularly by students and reviewed by staff. IPS plans are also assessed for completeness at least annually. Successes are also measured by students' successful achievement of their identified goals.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	95% for Four-Year and Five-Year Adjusted Cohort Graduation Rate, attendance and 75% post secondary success rate.	
g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest. High School students participate in civic leadership projects such as supporting voter registration, serving elderly, staffing food giveaways and numerous other projects. High school students also complete grant applications to fund their civic engagement.	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Capital City	8552	7-12,NG

**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.)?	ESSER after school and summer academic and enrichment opportunities 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 curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Capital City	8552	7-12,NG

**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?	Yes	Positions are funded, but 1 Special education position remains unfilled.
b. How many classified support staff are currently employed?	20	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students. Needs to be a higher staff to student ratio.
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, and Social Emotional Learning, Boystown, and Project Based Learning.	
<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?	No	
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Capital City	8552	7-12,NG

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

<p>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?</p>	<p>Capital City hosts two family engagement evenings focusing on building culture and family engagement. CCS will host a Fall Fest to build rapport with one another and for families to familiarize themselves with the CCS culture. There will be information for families to assist them in preparing for post-secondary education. Information will be provided about TCALC, Washburn Tech, completing a FAFSA, scheduling ACT, and other pertinent information in planning for graduation and post-secondary education. CCS will host a Spring Fest to allow families and staff to review how the year is going and reflect on the school-home connection. Information will be provided on Spring Break and Summer activities within the community, as well as employment opportunities for students over the summer. Information on ESY, credit recovery, and employment based academic credit will be provided. At least one event MUST include a presentation on Olweus and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Capital City	8552	7-12,NG

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

<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Capital City	8552	7-12,NG

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

SECTION 8: School Data		Notes
a. Building Attendance Rate	91.0%	
b. Building Chronic Absenteeism Rate	23.8%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	64.3%	
b. What is our building dropout rate?	5.1%	
c. What is our average comprehensive ACT score?	14.0	
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?	Capital City receives Comprehensive Support for Improvement. Capital City is a unique building servicing high needs at special education students who need smaller settings. 100% of students require either Special Education Services. 3% of students also need English Learner services. Capital City has a special needs index of 2.53Capital City has a chronic absenteeism rate of -----and a graduation rate of 64.3% as well as a drop out rate of 5.1%. Although not insurmountable, the student population's high behavioral and social emotional needs are added barriers to student achievement. It can be difficult to engage with families at times.	
1. Can these be achieved with additional resources?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Capital City	8552	7-12,NG

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

2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Additionally, because of the small population, the teacher to student ratio is much lower. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund special education teaching staff at an increased student to teacher to student ratio of 4:1. Continue to fund para to teacher ratio of 3.75/:1. Continue to ensure staff/student ratio for mental health and EL staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.
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b. Additional building unique items:		
	Special Education Special Purpose School	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Chase Middle School	8452	6-8

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

SECTION 1: Student Needs	Notes	
a. Student Headcount	366	
b. Percentage of students with an active IEP	20.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	10.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	76.00%	
e. Pupil-Teacher Ratio Average	10.2	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plans
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plans
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded and 21st Century funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Chase Middle School	8452	6-8

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 73%, externalizing, 73% internalizing. SEG Winter 2022 Baseline: 66%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	n/a	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	n/a	
e. How are successes of Individual Plans of Study being measured?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	
g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.	Chase's Student Council and Boy's basketball team participates in Harvesters. Chase has a peer mentoring group which hosts neighborhood clean ups.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Chase Middle School	8452	6-8

**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.)?	ESSER and 21st Century funded after school and summer academic and enrichment opportunities for all students. Students and staff will work on learning loss items and participate in enrichment activities.	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Chase Middle School	8452	6-8

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

7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Chase Middle School	8452	6-8

**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?	Yes	Positions are funded, but positions remain unfilled: .50 FTE Computer Science, 1.0 FTE Science
b. How many classified support staff are currently employed?	12	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, and Boystown Social Emotional Learning, GEI process and intervention training.	
<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	HVAC Replacement - Phase two
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to shortage of Bus drivers
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Chase Middle School	8452	6-8

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

<p>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?</p>	<p>Chase hosts two family engagement evenings focusing on Literacy/History and STEM. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s). Chase is also hosting three additional meetings focusing 5th grade orientation, IPS/Hs Credits and showcasing student work.</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Chase Middle School	8452	6-8

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

SECTION 8: School Data		Notes
a. Building Attendance Rate	96.6%	
b. Building Chronic Absenteeism Rate	9.7%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
		Notes
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	
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?	<p>The building special needs index is 1.52. 30% of students require either Special Education Services or English Learner services. Chase has 9.7% chronic absenteeism rate. Providing transportation to after school and summer school would improve access, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Additionally our students show risk for social emotional concerns. Additionally Chase is located in a unique neighborhood which lacks many resources. Students are also transient and experience poverty as evidenced by a mobility of rate of 27% and a low SES percentage of 92%.It can be difficult to engage with families at times.</p>	
1. Can these be achieved with additional resources?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Chase Middle School	8452	6-8

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

2. Why or why not?

In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund 1 FTE instructional coach through ESSER funding, 1 FTE Dean of Students and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.
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b. Additional building unique items:

Chase is a signature Performing Arts School	

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

<b>State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults</b> <b>District: with district leadership, and as part of formal school improvement plans</b>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School: Eisenhower Middle School</b>	<b>8524</b>	<b>6-8</b>

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

<b>SECTION 1: Student Needs</b>		<b>Notes</b>
a. Student Headcount	466	
b. Percentage of students with an active IEP	25.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	17.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	77.00%	
e. Pupil-Teacher Ratio Average	11.1	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plans
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plans
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>		<b>Notes</b>

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

<p><b>State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults</b></p> <p><b>District: with district leadership, and as part of formal school improvement plans</b></p>	<p><b>Bldg #</b></p>	<p><b>Grades Served:</b></p>
<p><b>School: Eisenhower Middle School</b></p>	<p><b>8524</b></p>	<p><b>6-8</b></p>

Please consider the following questions as you complete the needs assessment for your building.		
<p>a. How is social/emotional growth being measured?</p>	<p>The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.</p>	<p>SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.</p>
<p>b. What are the targets/goals related to social/emotional growth?</p>	<p>The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.</p>	<p>SRSS-IE Fall 2021 Baseline: 64%, externalizing, 78% internalizing. SEG Winter 2022 Baseline: 50%</p>
<p>c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)</p>	<p>n/a</p>	
<p>d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)</p>	<p>n/a</p>	
<p>e. How are successes of Individual Plans of Study being measured?</p>	<p>n/a</p>	
<p>f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)</p>	<p>n/a</p>	
<p>g. How are you ensuring students are civically engaged?</p>	<p>Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.</p>	

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

<p><b>State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults</b></p> <p><b>District: <u>with district leadership, and as part of formal school improvement plans</u></b></p>		
<p><b>School: <u>Eisenhower Middle School</u></b></p>	<p><b>Bldg #</b></p> <p style="text-align: center;"><b>8524</b></p>	<p><b>Grades Served:</b></p> <p style="text-align: center;">6-8</p>

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

**SECTION 3: Curriculum Needs**

		Notes
<p>a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</p>	<p>ESSER funded after school and summer academic and enrichment opportunities for all students. Tutoring sessions with topics determined by Fastbridge, State Assessment lowest indicators for individual students and school overall.</p>	
<p>b. Are there appropriate and adequate instructional materials?</p>	<p>Yes</p>	
<p>c. Is current technology appropriate? If no, what technology is needed to support the curriculum?</p>	<p>Yes</p>	

**SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)**

		Notes
<p>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)</p>		
<p>c. Is every child in your school provided at least the following capacities?</p>	<p>Yes</p>	<p>A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.</p>
<p>1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.</p>	<p>Yes</p>	
<p>2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.</p>	<p>Yes</p>	
<p>3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.</p>	<p>Yes</p>	
<p>4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.</p>	<p>Yes</p>	

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

State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults <b>District:</b> <u>with district leadership, and as part of formal school improvement plans</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Eisenhower Middle School</u>	<b>8524</b>	<b>6-8</b>

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

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

State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults <b>District:</b> <u>with district leadership, and as part of formal school improvement plans</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Eisenhower Middle School</u>	<b>8524</b>	<b>6-8</b>

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

### SECTION 5: Staff Needs

		<b>Notes</b>
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	Positions are funded, but 6 positions remain unfilled: .5 FTE Computer Science, 1 FTE FACS, 1 FTE Reading Intervention, 1 FTE Science, 1 FTE Math6, Social Studies, Special education
b. How many classified support staff are currently employed?	12	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, and Boystown Social Emotional Learning, GEI process and intervention training.	

### SECTION 6: Facility Needs

		<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	Roof Replacement Tennis Court Replacement HVAC Replacement - Phase One
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to shortage of bus drivers

### SECTION 7: Family Needs/Community Relations

**Notes**

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

<p><b>State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults</b></p> <p><b>District: with district leadership, and as part of formal school improvement plans</b></p>	<p><b>Bldg #</b></p>	<p><b>Grades Served:</b></p>
<p><b>School: Eisenhower Middle School</b></p>	<p><b>8524</b></p>	<p><b>6-8</b></p>

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

<p>a. Do you have regular events to engage parents with teachers?</p>	<p>Yes</p>	
<p>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?</p>	<p>Eisenhower hosts ten family engagement evenings focusing on a Home/School partnership. Topics include Google Classroom, vaping, learning strategies, math, physical health, assessment as well as a college and career evening. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults District: <u>with district leadership, and as part of formal school improvement plans</u>	Bldg #	Grades Served:
School: <u>Eisenhower Middle School</u>	8524	6-8

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

	Notes
<b>SECTION 8: School Data</b>	
a. Building Attendance Rate	93.2%
b. Building Chronic Absenteeism Rate	18.8%
c. District Chronic Absenteeism Rate	18.7%
d. District Graduation Rate	80.2%
e. District Dropout Rate	2.3%
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</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>	
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Eisenhower receives comprehensive support for improvement. The building special needs index is 1.55. 42% of students require either Special Education Services or English Learner services. Eisenhower has 18.8% chronic absenteeism rate. Providing transportation to after school and summer school would improve access, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Additionally our students show risk for social emotional concerns. Students are also transient and experience poverty as evidenced by a mobility of rate of 24% and a low SES percentage of 90%. It can be difficult to engage with families at times.

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

<p><b>State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults</b></p> <p><b>District: with district leadership, and as part of formal school improvement plans</b></p>	<p><b>Bldg #</b></p>	<p><b>Grades Served:</b></p>
<p><b>School: Eisenhower Middle School</b></p>	<p><b>8524</b></p>	<p><b>6-8</b></p>

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

<p>1. Can these be achieved with additional resources?</p>	<p>Yes.</p>	
<p>2. Why or why not?</p>	<p>In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.</p>	<p>Continue to fund 1 FTE instructional coach and 1 FTE interventionist through ESSER funding, .50 FTE Dean of Students and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>
<p>b. Additional building unique items:</p>		
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Marjorie French Middle School	8533	6-8

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

SECTION 1: Student Needs	Notes	
a. Student Headcount	446	
b. Percentage of students with an active IEP	23.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	5.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	50.00%	
e. Pupil-Teacher Ratio Average	12.1	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plans
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plans
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded and 21st Century funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Marjorie French Middle School	8533	6-8

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 88%, externalizing, 93% internalizing. SEG Winter 2022 Baseline: 78%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	n/a	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	n/a	
e. How are successes of Individual Plans of Study being measured?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	
g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.	French students volunteer in civic organizations. Students also intern at a local pizza shop.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Marjorie French Middle School	8533	6-8

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

		<b>Notes</b>
<b>SECTION 3: Curriculum Needs</b>		
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	ESSER after school and summer academic and enrichment opportunities for all students. Staff will identify students based on MAP/KAP scores to be recommended for program. We will continue to look at data to help students make gains to address their learning loss and monitor their progress.	
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)		
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Marjorie French Middle School	8533	6-8

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

7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Marjorie French Middle School	8533	6-8

**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?	Yes	Positions are funded, but 2 special education positions remain unfilled
b. How many classified support staff are currently employed?	12	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, and Boystown Social Emotional Learning, GEI process and Behavior Specific Praise, Small Group, CFAs	
<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	Locker room/basement classroom air handler unit
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to shortage of Bus drivers
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Marjorie French Middle School	8533	6-8

**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?	French hosts two family engagement evenings focusing on High School transition and 21st century skills . At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).	
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, multiple communication strategies are utilized to communicate with families.	Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.
f. What types of communication/social media exists with your community? Is it adequate?	Yes, multiple communication strategies are utilized to communicate with the community.	Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Marjorie French Middle School	8533	6-8

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

SECTION 8: School Data		Notes
a. Building Attendance Rate	95.5%	
b. Building Chronic Absenteeism Rate	11.3%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
		Notes
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	
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?	<p>The building special needs index is 1.17. 28% of students require either Special Education Services or English Learner services. French has 11.3% chronic absenteeism rate. Providing transportation to after school and summer school would improve access, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Students are also transient and experience poverty as evidenced by a mobility of rate of 20% and a low SES percentage of 70%. It can be difficult to engage with families at times.</p>	
1. Can these be achieved with additional resources?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Marjorie French Middle School	8533	6-8

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

2. Why or why not?

In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. . Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.

Continue to fund 1 FTE instructional coach through ESSER funding, and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.

b. Additional building unique items:


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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Highland Park Central	8462	K-5

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

SECTION 1: Student Needs		Notes
a. Student Headcount	326	
b. Percentage of students with an active IEP	23.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	21.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	67.00%	
e. Pupil-Teacher Ratio Average	13.0	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plan
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?		The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.
		SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Highland Park Central	8462	K-5

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline:61%, externalizing, 70% internalizing. SEG Winter 2022 Baseline: 54%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year.	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	By 2026, 80 percent of Topeka Public Schools Pre-K students will demonstrate proficiency on a nationally-normed assessment. Topeka Public Schools will ensure that 100% of incoming Kindergarten students complete the ASQ screening (or have documentation showing they have either aged-out or families have opted out) and provide families with written communication regarding their child's results including recommended strategies for parents to support continued development at home.	
e. How are successes of Individual Plans of Study being measured?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	

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

<b>District:</b> <u>501 Topeka Public Schools</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Highland Park Central</u>	<b>8462</b>	K-5

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

<p>g How are you ensuring students are civically engaged?</p>	<p>Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.</p>	
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Highland Park Central	8462	K-5

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

<b>SECTION 3: Curriculum Needs</b>		
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	ESSER funded after school and summer academic and enrichment opportunities for all students. Students to be grouped by abilities--standard based	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Highland Park Central	8462	K-5

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

7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Highland Park Central	8462	K-5

**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?	Yes	Positions are funded, but positions remain unfilled: 1 FTE 1st grade teacher and 1 FTE Special Education Teacher.
b. How many classified support staff are currently employed?	10	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, guided reading, GEI process and intervention training.	
<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?	No	
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to bus driver shortage
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Highland Park Central	8462	K-5

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

<p>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?</p>	<p>HPC hosts two family engagement evenings focusing on Reading and Math. In addition, a third night focusing on Social Emotional learning will be held. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Highland Park Central	8462	K-5

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

SECTION 8: School Data	Notes
a. Building Attendance Rate	95.3%
b. Building Chronic Absenteeism Rate	12.6%
c. District Chronic Absenteeism Rate	18.7%
d. District Graduation Rate	80.2%
e. District Dropout Rate	2.3%
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)	Notes
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
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?	<p>HPC receives targeted support for improvement. Many students at HPC face significant challenges. The building special needs index is 1.81, the second highest elementary school index. 44% of students require either Special Education Services or English Learner services. Families struggle to provide transportation for students. Providing transportation to after school and summer school would improve access, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Additionally our students show significant risk for social emotional concerns. HPC students are also very transient as evidenced by a mobility of rate of 40%, well above the district average of 27%. experience poverty evidenced by a 93% low SES population. It can be difficult to engage with families at times.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Highland Park Central	8462	K-5

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

1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education staff and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund 1 FTE Dean of Students, 2.0 interventionists and 1.0 FTE instructional coach. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.
b. Additional building unique items:		

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Highland Park High	8536	9-12

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

SECTION 1: Student Needs		Notes
a. Student Headcount	853	
b. Percentage of students with an active IEP	27.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	13.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	71.00%	
e. Pupil-Teacher Ratio Average	14.0	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plan
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Highland Park High	8536	9-12

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 75%, externalizing, 81% internalizing. SEG Winter 2022 Baseline: 54%
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?	Individualized Plans of Study (IPS) plans are updated regularly by students and reviewed by staff. IPS plans are also assessed for completeness at least annually. Successes are also measured by students' successful achievement of their identified goals.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	95% for Four-Year and Five-Year Adjusted Cohort Graduation Rate, attendance and 75% post secondary success rate.	
g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest. High School students participate in civic leadership projects such as supporting voter registration, serving elderly, staffing food giveaways and numerous other projects. High school students also complete grant applications to fund their civic engagement.	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Highland Park High	8536	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.)?	ESSER after school and summer academic and enrichment opportunities for all students. In addition to learning loss, Credit recovery and learning loss programming will target scholars failing 2 or more core classes from the prior semester that have not recovered credit over the summer.	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Highland Park High	8536	9-12

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

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Highland Park High	8536	9-12

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

<b>SECTION 5: Staff Needs</b>		<b>Notes</b>
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	Positions are funded, but 4 special education positions remain unfilled.
b. How many classified support staff are currently employed?	15	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, and Social Emotional Learning, GEI process and intervention training, Trauma informed care and PLC procedures.	
<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	Roof Replacement Roof Replacement Daycare Tuck Pointing Chiller Replacement South / North
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Highland Park High	8536	9-12

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

<p>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?</p>	<p>HPHS hosts three family engagement evenings focusing on Reading and Math, Hispanic Cultural Teaching and Tasting and a Black History Month Panel. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Olweus and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Highland Park High	8536	9-12

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

SECTION 8: School Data		Notes
a. Building Attendance Rate	86.7%	
b. Building Chronic Absenteeism Rate	34.0%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	83.5%	
b. What is our building dropout rate?	3.7%	
c. What is our average comprehensive ACT score?	16.6	
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?	Highland Park High School receives targeted improvement support. The building special needs index is 1.60. 40% of students require either Special Education Services or English Learner services. HPHS has a 34% chronic absenteeism rate, almost double the district average. Students are also transient and experience poverty as evidenced by a mobility of rate of 28% and a low SES percentage of 89%. It can be difficult to engage with families at times.	
1. Can these be achieved with additional resources?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Highland Park High	8536	9-12

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

2. Why or why not?

In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund 1 FTE instructional coach through ESSER funding, 1 FTE College and Career Advocate, 2 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.
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b. Additional building unique items:


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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Hope Street Charter Academy	8467	9-12

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

SECTION 1: Student Needs	Notes
a. Student Headcount	86
b. Percentage of students with an active IEP	6.00%
c. Percentage of students enrolled in English Language Learner (ELL) services	6.00%
d. Percentage of students identified as At-Risk (Free lunch)?	69.00%
e. Pupil-Teacher Ratio Average	5.7
f. Pupil-Teacher Ratio Median	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes
i. Is there a tiered system of support to target reading growth?	Yes
j. Is there a tiered system of support to target math growth?	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?	Yes
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)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.
	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Hope Street Charter Academy	8467	9-12

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Winter 2022 (fall data incomplete) Baseline: 76%, externalizing, 69% internalizing. SEG Winter 2022 Baseline: 53%
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?	Individualized Plans of Study (IPS) plans are updated regularly by students and reviewed by staff. IPS plans are also assessed for completeness at least annually. Successes are also measured by students' successful achievement of their identified goals.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	95% for Four-Year and Five-Year Adjusted Cohort Graduation Rate, attendance and 75% post secondary success rate.	
g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest. High School students participate in civic leadership projects such as supporting voter registration, serving elderly, staffing food giveaways and numerous other projects. High school students also complete grant applications to fund their civic engagement.	Hope street students volunteer at voter registration events, advocated for a vaccine lottery and wrote advocacy letters for other causes.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Hope Street Charter Academy	8467	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.)?	ESSER after school and summer academic and enrichment opportunities for all students. Students will also have the opportunity for credit recovery by taking additional classes in extended day school. This will give students the ability to earn additional credits besides the ones taken during the normal school day.	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Hope Street Charter Academy	8467	9-12

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

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Hope Street Charter Academy	8467	9-12

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

		<b>Notes</b>
<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?	3	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, and Social Emotional Learning, student ambassador training, SIP instructional strategies.	
<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	Control Panels and Modules for HVAC, Plumbing Fixture Upgrade, 269876 Replace Roof & Rafters
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Hope Street Charter Academy	8467	9-12

**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?	Hope Street Academy hosts three family engagement evenings focusing on College and career options, graduation requirements, FAFSA completion, college applications, and scholarship links, Naviance overview and Olweus (bullying prevention) Washburn Tech (WIT)/TCALC options, and summer employment possibilities.	
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, multiple communication strategies are utilized to communicate with families.	Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.
f. What types of communication/social media exists with your community? Is it adequate?	Yes, multiple communication strategies are utilized to communicate with the community.	Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Hope Street Charter Academy	8467	9-12

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

		Notes
<b>SECTION 8: School Data</b>		
a. Building Attendance Rate	90.1%	
b. Building Chronic Absenteeism Rate	28.6%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>		
a. What is our building graduation rate	88.1%	
b. What is our building dropout rate?	2.8%	
c. What is our average comprehensive ACT score?	16.2	
<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?	Hope Street receives Comprehensive Support for Improvement. Hope Street Academy is a unique building servicing at risk students who need a smaller setting. The building special needs index is 1.37. 12% of students require either Special Education Services or English Learner services. Students are also transient and experience poverty as evidenced by a higher than district average mobility of rate of 43% and a low SES percentage of 86%. It can be difficult to engage with families at times.	
1. Can these be achieved with additional resources?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Hope Street Charter Academy	8467	9-12

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

2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Additionally, because of the small population, the teacher to student ratio is much lower. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund .25 FTE instructional coach using ESSER funds. Continue to fund a teacher to student ratio of 6:1 using at risk funding. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.
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b. Additional building unique items:	Alternative school	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Jardine Elementary	8453	K-5,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	675	
b. Percentage of students with an active IEP	23.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	7.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	46.00%	
e. Pupil-Teacher Ratio Average	12.6	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plan
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans	
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	
	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Jardine Elementary	8453	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline:63%, externalizing, 70% internalizing. SEG Winter 2022 Baseline: 62%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year.	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	By 2026, 80 percent of Topeka Public Schools Pre-K students will demonstrate proficiency on a nationally-normed assessment. Topeka Public Schools will ensure that 100% of incoming Kindergarten students complete the ASQ screening (or have documentation showing they have either aged-out or families have opted out) and provide families with written communication regarding their child's results including recommended strategies for parents to support continued development at home.	
e. How are successes of Individual Plans of Study being measured?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	

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

<b>District:</b> <u>501 Topeka Public Schools</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Jardine Elementary</u>	<b>8453</b>	<b>K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)</b>

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

<p>g How are you ensuring students are civically engaged?</p>	<p>Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.</p>	
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Jardine Elementary	8453	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

<b>SECTION 3: Curriculum Needs</b>		
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	ESSER funded after school and summer academic and enrichment opportunities for all students. Students to be grouped by abilities--standard based	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Jardine Elementary	8453	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

		<b>Notes</b>
<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	Positions are funded, but positions remain unfilled: 1 JAG academy special education teacher.
b. How many classified support staff are currently employed?	15	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, guided reading, GEI process and intervention training as well as a book study using <i>A Passion for Teaching and Learning</i> .	
<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	Need related to bus driver shortage
<b>SECTION 7: Family Needs/Community Relations</b>		
a. Do you have regular events to engage parents with teachers?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Jardine Elementary	8453	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

<p>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?</p>	<p>Jardine Elementary hosts two family engagement evenings focusing on STEAM, Reading and Math. In addition, a third night focusing on Social Emotional learning will be held. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Jardine Elementary	8453	K-5,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 8: School Data		Notes
a. Building Attendance Rate	95.2%	
b. Building Chronic Absenteeism Rate	12.3%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
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	
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?	The building special needs index is 1.27. 30% of students require either Special Education Services or English Learner services. Some families struggle to provide transportation for students. Providing transportation to would improve access, however the bus driver shortage has impacted the ability to provide transportation. Additionally our students show risk for social emotional concerns. JES students are also transient as evidenced by a mobility of rate of 20% and experience poverty evidenced by a 75% low SES population. It can be difficult to engage with families at times.	
1. Can these be achieved with additional resources?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Jardine Elementary	8453	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education staff and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund .5 FTE Dean of Students, 3.0 interventionists, 1FTE Steam Coach, and 1.7 FTE instructional coach. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.
b. Additional building unique items:	Jardine also includes JAG, a special education special purpose school for students with significant social emotional behavioral needs	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Jardine Middle School	8530	6-8

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

SECTION 1: Student Needs		Notes
a. Student Headcount	531	
b. Percentage of students with an active IEP	22.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	10.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	55.00%	
e. Pupil-Teacher Ratio Average	11.5	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plans
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plans
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded and 21st Century funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Jardine Middle School	8530	6-8

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 82%, externalizing, 91% internalizing. SEG Winter 2022 Baseline: 74%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	n/a	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	n/a	
e. How are successes of Individual Plans of Study being measured?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	
g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Jardine Middle School	8530	6-8

**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.)?	ESSER after school and summer academic and enrichment opportunities for all students. After School Tutoring, Zoom available for those who can't stay on site. Target Intervention for loss of learning. Some identified by Assessment Data and Classroom Common Assessments data, MAP Data.	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Jardine Middle School	8530	6-8

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

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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Jardine Middle School	8530	6-8

**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?	Yes	
b. How many classified support staff are currently employed?	14	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, and Boystown Social Emotional Learning, Mastery Connect	
<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	Awning for front entrance, replace asphalt - West drive / West Parking
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to shortage of Bus drivers
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Jardine Middle School	8530	6-8

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

<p>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?</p>	<p>Jardine hosts two family engagement evenings focusing on Math and Reading skills . In addition, JMS hosts an evening for Science/Art/Technology/Math and one for Naviance. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Jardine Middle School	8530	6-8

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

SECTION 8: School Data		Notes
a. Building Attendance Rate	96.5%	
b. Building Chronic Absenteeism Rate	7.9%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
		Notes
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	
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?	The building special needs index is 1.28. 32% of students require either Special Education Services or English Learner services. JMS has 7.9% chronic absenteeism rate. Students are also transient and experience poverty as evidenced by a mobility of rate of 24% and a low SES percentage of 78%. It can be difficult to engage with families at times.	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund 1 FTE instructional coach through ESSER funding, and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.
b. Additional building unique items:		

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Landon Middle School	8532	6-8

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

SECTION 1: Student Needs	Notes	
a. Student Headcount	451	
b. Percentage of students with an active IEP	17.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	10.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	45.00%	
e. Pupil-Teacher Ratio Average	11.9	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plans
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plans
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded and 21st Century funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> <u>501 Topeka Public Schools</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Landon Middle School</u>	<b>8532</b>	<b>6-8</b>

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 88%, externalizing, 96% internalizing. SEG Winter 2022 Baseline: 74%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	n/a	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	n/a	
e. How are successes of Individual Plans of Study being measured?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	
g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Landon Middle School	8532	6-8

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

		<b>Notes</b>
<b>SECTION 3: Curriculum Needs</b>		
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	ESSER after school and summer academic and enrichment opportunities for all students. Math and ELA intervention program--students recommended by Math & ELA teachers and by assessment data	
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)		
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
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	

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

<b>District:</b> <u>501 Topeka Public Schools</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Landon Middle School</u>	8532	6-8

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

7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> <u>501 Topeka Public Schools</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Landon Middle School</u>	<b>8532</b>	<b>6-8</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?	Yes	Positions are funded, but .5 FTE Computer and 1 sped position remain unfilled:
b. How many classified support staff are currently employed?	6	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, and Boystown Social Emotional Learning, GEI process e, Small Group, Seminar/intervention expectations. Small group expectations, PLC collaboration expectations, BASE room policies and procedures	
<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	Locker Replacement Phase 2 Replace South Driveway Roof Replacement - Commons Replace RTUs at Auditorium and Tech Ed Replace RTU/ROOM 111, RTU/ROOM 112, RTU/ROOM 113, RTU/ROOM 114, RTU/ROOM 115-116, all classrooms 110 through 122 and 125 - 143.
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to shortage of Bus drivers

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

<b>District:</b> <u>501 Topeka Public Schools</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Landon Middle School</u>	<b>8532</b>	<b>6-8</b>

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

SECTION 7: Family Needs/Community Relations	Notes	
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?	Landon two family engagement evenings focusing on the Dual Language program and 5th grade transition.. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).	
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, multiple communication strategies are utilized to communicate with families.	Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.
f. What types of communication/social media exists with your community? Is it adequate?	Yes, multiple communication strategies are utilized to communicate with the community.	Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Landon Middle School	8532	6-8

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

SECTION 8: School Data	Notes
a. Building Attendance Rate	96.1%
b. Building Chronic Absenteeism Rate	9.9%
c. District Chronic Absenteeism Rate	18.7%
d. District Graduation Rate	80.2%
e. District Dropout Rate	2.3%
Notes	
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

SECTION 9: Other Data	Notes
<p>a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?</p>	<p>The building special needs index is 1.29. 27% of students require either Special Education Services or English Learner services LMS has 9.9% chronic absenteeism rate. Students are also transient and experience poverty as evidenced by a mobility of rate of 26% and a low SES percentage of 73%. It can be difficult to engage with families at times.</p>
<p>1. Can these be achieved with additional resources?</p>	<p>Yes</p>
<p>2. Why or why not?</p>	<p>In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.</p>
<p>b. Additional building unique items:</p>	<p>Continue to fund 1 FTE instructional coach through ESSER funding, and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Lowman Hill Elem	8472	K-5,PK (w/IEP),PK,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	287	
b. Percentage of students with an active IEP	26.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	12.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	51.00%	
e. Pupil-Teacher Ratio Average	10.7	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plan
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Lowman Hill Elem	8472	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 71%, externalizing, 77% internalizing. SEG Winter 2022 Baseline: 61%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year.	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	By 2026, 80 percent of Topeka Public Schools Pre-K students will demonstrate proficiency on a nationally-normed assessment. Topeka Public Schools will ensure that 100% of incoming Kindergarten students complete the ASQ screening (or have documentation showing they have either aged-out or families have opted out) and provide families with written communication regarding their child's results including recommended strategies for parents to support continued development at home.	
e. How are successes of Individual Plans of Study being measured?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	

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

<b>District:</b> <u>501 Topeka Public Schools</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Lowman Hill Elem</u>	<b>8472</b>	<b>K-5,PK (w/IEP),PK,PKAR (4 YO)</b>

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

<p>g How are you ensuring students are civically engaged?</p>	<p>Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.</p>	
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Lowman Hill Elem	8472	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

SECTION 3: Curriculum Needs	Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	ESSER funded after school and summer academic and enrichment opportunities for all students. Students will work in grade level groups and staff will examine data to monitor progress toward reducing learning loss.
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
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)	
c. Is every child in your school provided at least the following capacities?	Yes
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Lowman Hill Elem	8472	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Lowman Hill Elem	8472	K-5,PK (w/IEP),PK,PKAR (4 YO)

**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?	Yes	
b. How many classified support staff are currently employed?	13	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, peace corners and Social Emotional Learning, GEI process and intervention training. Other topics will include: .Masteryconnect - student data notebooks/student led conferences; pretests/formatives/summatives; trauma; ELA - small group (differentiation: EL/SPED), walk to model, stations; DOK, College & Career - acceleration; Priority Standards.	
<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?	No	
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need tied to bus driver shortage
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Lowman Hill Elem	8472	K-5,PK (w/IEP),PK,PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.		
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?	Early Childhood Preparatory Academy-Lowman Hill hosts two family engagement evenings focusing on Reading and Math. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).	
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, multiple communication strategies are utilized to communicate with families.	Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.
f. What types of communication/social media exists with your community? Is it adequate?	Yes, multiple communication strategies are utilized to communicate with the community.	Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Lowman Hill Elem	8472	K-5,PK (w/IEP),PK,PKAR (4 YO)

**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	92.9%	
b. Building Chronic Absenteeism Rate	27.2%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
<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?	The building special needs index is 1.48. 38% of students require either Special Education Services or English Learner services. Families struggle to provide transportation for students as evidenced by a 27.2% chronic absenteeism rate. Providing transportation to after school and summer school would improve outcomes, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Additionally our students show significant risk for social emotional concerns. ECPA students are also very transient and experience poverty as evidenced by a mobility of rate of 21% and a low SES percentage of 85%.	
1. Can these be achieved with additional resources?	Yes	

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<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Lowman Hill Elem	8472	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

<p>2. Why or why not?</p>	<p>In order to access the general education curriculum the school has been allocated a higher number of special education staff to support students based on the student/staff ratio for this subgroup. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.</p>	<p>Continue to fund 1 FTE instructional coach, 2 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>
<p>b. Additional building unique items:</p>	<p>Lowman Hill is an Early College Preparatory Academy</p>	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McCarter Elem	8480	K-5,PK (w/IEP),PK,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	365	
b. Percentage of students with an active IEP	20.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	10.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	50.00%	
e. Pupil-Teacher Ratio Average	11.8	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plan
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McCarter Elem	8480	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 81%, externalizing, 82% internalizing. SEG Winter 2022 Baseline: 76%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year.	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	By 2026, 80 percent of Topeka Public Schools Pre-K students will demonstrate proficiency on a nationally-normed assessment. Topeka Public Schools will ensure that 100% of incoming Kindergarten students complete the ASQ screening (or have documentation showing they have either aged-out or families have opted out) and provide families with written communication regarding their child's results including recommended strategies for parents to support continued development at home.	
e. How are successes of Individual Plans of Study being measured?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McCarter Elem	8480	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

g How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.	McCarter students collect cans for the food pantry.
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McCarter Elem	8480	K-5,PK (w/IEP),PK,PKAR (4 YO)

**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.)?	ESSER funded after school and summer academic and enrichment opportunities for all students. Students will work on reading and math skills: This opportunity will target students who need remediation on math and reading standards that have not yet been mastered. We will re-enroll each quarter based on data.	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McCarter Elem	8480	K-5,PK (w/IEP),PK,PKAR (4 YO)

Please consider the following questions as you complete the needs assessment for your building.		
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	

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<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McCarter Elem	8480	K-5,PK (w/IEP),PK,PKAR (4 YO)

**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?	Yes	Positions are funded but 2 special education positions remain unfilled.
b. How many classified support staff are currently employed?	8	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, peace corners and Social Emotional Learning, GEI process and intervention training. Other topics will include: guided reading, Kagan, Seesaw.	
<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	Roof Replacement main building Phase 1 (\$170,000)
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need tied to bus driver shortage
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	Yes	

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<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McCarter Elem	8480	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

<p>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?</p>	<p>McCarter hosts two family engagement evenings focusing on Reading and Math and Social Emotional Learning. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McCarter Elem	8480	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

SECTION 8: School Data		Notes
a. Building Attendance Rate	96.4%	
b. Building Chronic Absenteeism Rate	8.1%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
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	
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?	The building special needs index is 1.12. 30% of students require either Special Education Services or English Learner services. McCarter has a 8.1% chronic absenteeism rate.McCarter students are transient and experience poverty as evidenced by a mobility of rate of 18% and a low SES percentage of 62%.	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education staff to support students based on the student/staff ratio for this subgroup. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund 1 FTE instructional coach, 2 FTE interventionists.Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.
b. Additional building unique items:		

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McClure Elem	8482	K-5,PK (w/IEP),PK,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	319	
b. Percentage of students with an active IEP	29.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	5.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	45.00%	
e. Pupil-Teacher Ratio Average	12.4	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plan
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McClure Elem	8482	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 76%, externalizing, 75% internalizing. SEG Winter 2022 Baseline: 63%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year.	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	By 2026, 80 percent of Topeka Public Schools Pre-K students will demonstrate proficiency on a nationally-normed assessment. Topeka Public Schools will ensure that 100% of incoming Kindergarten students complete the ASQ screening (or have documentation showing they have either aged-out or families have opted out) and provide families with written communication regarding their child's results including recommended strategies for parents to support continued development at home.	
e. How are successes of Individual Plans of Study being measured?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McClure Elem	8482	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

<p>g How are you ensuring students are civically engaged?</p>	<p>Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.</p>	<p>McClure students participated in penny wars and a coffee stand and donated to several organizations. Students also participated in can drives an made place mats for nursing home residents.</p>
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: <b>501 Topeka Public Schools</b>	Bldg #	Grades Served:
School: <b>McClure Elem</b>	<b>8482</b>	<b>K-5,PK (w/IEP),PK,PKAR (4 YO)</b>

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

SECTION 3: Curriculum Needs

Notes

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McClure Elem	<b>8482</b>	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?

ESSER funded after school and summer academic and enrichment opportunities for all students. Students will work on reading and math skills: Students will sign up to attend learning loss instruction in the areas of literacy and math Literacy & Math instruction will be split into two 35 minute rotations  
 Rotation 1-small group instruction  
 Rotation 2-MobyMax. Footsteps 2 Brilliance reinforcement of skills differentiated lessons

Literacy:  
 Primary-Targeted Instruction:  
 Phonemic Awareness  
 Phonics  
 Fluency  
 Resource(s):  
 Heggerty Phonemic Awareness Kindergarten  
 Heggerty Phonemic Awareness Grades 1-2  
 Heggerty Bridge the Gap: Intervention Lessons (Grade 2+)  
 CR Success Lessons  
 CR Success Decodables

Intermediate-Targeted Instruction:  
 Decoding multisyllabic words  
 prefixes and suffixes  
 fluency  
 vocabulary  
 comprehension  
 Resource(s):  
 REWARDS

Math:  
 Targeted Instruction-  
 Number Sense  
 Automaticity/Fluency

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<b>School:</b> McClure Elem	8482	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	

<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>	<b>Notes</b>
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b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	

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<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McClure Elem	8482	K-5,PK (w/IEP),PK,PKAR (4 YO)

**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?	Yes	Positions are funded but 1 special education teacher position remains unfilled.
b. How many classified support staff are currently employed?	11	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, peace corners and Social Emotional Learning, GEI process and intervention training. Other topics will include: mastery connect, Kagan, morning meetings.	
<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	Replace Windows, Replace Flooring. Replace Asphalt Playground
c. Are additional School Buses needed or any additional Routes needed?	Yes	
<b>SECTION 7: Family Needs/Community Relations</b>		
a. Do you have regular events to engage parents with teachers?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McClure Elem	8482	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

<p>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?</p>	<p>McClure hosts two family engagement evenings focusing on several topics: Parent Information Night, Family Literacy &amp; SEL Night, Family STEM Night, 'Kinder Kollege' August 30th. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McClure Elem	8482	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

SECTION 8: School Data		Notes
a. Building Attendance Rate	95.9%	
b. Building Chronic Absenteeism Rate	10.7%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
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	
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?	The building special needs index is 1.29. 34% of students require either Special Education Services or English Learner services. McClure has a 10.7% chronic absenteeism rate. McClure students are transient and experience poverty as evidenced by a mobility of rate of 24% and a low SES percentage of 70%.	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education staff to support students based on the student/staff ratio for this subgroup. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund 1 FTE instructional coach, 2 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.
b. Additional building unique items:		

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McEachron Elem	8484	K-5,PK (w/IEP),PK,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	375	
b. Percentage of students with an active IEP	26.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	44.00%	
e. Pupil-Teacher Ratio Average	12.2	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plan
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McEachron Elem	8484	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 66%, externalizing, 75% internalizing. SEG Winter 2022 Baseline: 63%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year.	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	By 2026, 80 percent of Topeka Public Schools Pre-K students will demonstrate proficiency on a nationally-normed assessment. Topeka Public Schools will ensure that 100% of incoming Kindergarten students complete the ASQ screening (or have documentation showing they have either aged-out or families have opted out) and provide families with written communication regarding their child's results including recommended strategies for parents to support continued development at home.	
e. How are successes of Individual Plans of Study being measured?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McEachron Elem	8484	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

<p>g How are you ensuring students are civically engaged?</p>	<p>Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.</p>	
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McEachron Elem	8484	K-5,PK (w/IEP),PK,PKAR (4 YO)

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.)?	ESSER funded after school and summer academic and enrichment opportunities for all students. Students will work on reading and math skills in the bking program. In addition, learning loss will be addressed in thematic units: Unit Themes & Learning Intentions: Unit 1: Party in the USA Planning Guide Unit 2: Creepy Crawlies Planning Guide Unit 3: Holidays Around the World Planning Guide Unit 4: Outer Space Planning Guide Unit 5: Technology Past & Present Planning Guide Unit 6: Folktales & Fairytales Planning Guide Unit 7: Rainforest Planning Guide  Daily Schedule: 3:40-4:00 Homework Help & Snack 4:00-4:15 Movement & Music Activity 4:15-4:45 ELA/SS Activity 4:45-5:00 Art & SEL Activity	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McEachron Elem	8484	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McEachron Elem	8484	K-5,PK (w/IEP),PK,PKAR (4 YO)

**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?	Yes	
b. How many classified support staff are currently employed?	17	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, peace corners and Social Emotional Learning, GEI process 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?	No	
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need tied to bus driver shortage
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McEachron Elem	8484	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

<p>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?</p>	<p>McEachron hosts two family engagement evenings focusing on Reading and Math and Social Emotional Learning. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> McEachron Elem	8484	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

SECTION 8: School Data	Notes
a. Building Attendance Rate	95.9%
b. Building Chronic Absenteeism Rate	7.9%
c. District Chronic Absenteeism Rate	18.7%
d. District Graduation Rate	80.2%
e. District Dropout Rate	2.3%
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)	Notes
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
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?	The building special needs index is 1.20.26% of students require either Special Education Services. McEachron has a 7.9% chronic absenteeism rate. McEachron students are transient and experience poverty as evidenced by a mobility of rate of 28% and a low SES percentage of 67%.
1. Can these be achieved with additional resources?	Yes
2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education staff to support students based on the student/staff ratio for this subgroup. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.
b. Additional building unique items:	Continue to fund 1 FTE instructional coach, 2 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Meadows Elementary	8486	K-5,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	393	
b. Percentage of students with an active IEP	27.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	12.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	57.00%	
e. Pupil-Teacher Ratio Average	11.3	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plan
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Meadows Elementary	8486	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 69%, externalizing, 71% internalizing. SEG Winter 2022 Baseline: 65%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year.	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	By 2026, 80 percent of Topeka Public Schools Pre-K students will demonstrate proficiency on a nationally-normed assessment. Topeka Public Schools will ensure that 100% of incoming Kindergarten students complete the ASQ screening (or have documentation showing they have either aged-out or families have opted out) and provide families with written communication regarding their child's results including recommended strategies for parents to support continued development at home.	
e. How are successes of Individual Plans of Study being measured?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	

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

<b>District:</b> <u>501 Topeka Public Schools</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Meadows Elementary</u>	<b>8486</b>	<b>K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)</b>

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

<p>g How are you ensuring students are civically engaged?</p>	<p>Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.</p>	
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Meadows Elementary	8486	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

**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.)?	ESSER funded after school and summer academic and enrichment opportunities for all students. Students will work on reading and math skills:	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Meadows Elementary	8486	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

**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?	Yes	
b. How many classified support staff are currently employed?	15	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, peace corners and Social Emotional Learning, GEI process and intervention training. Other topics will include: work stations, mastery connect, and Kagan.	
<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?	No	
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need tied to bus driver shortage
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Meadows Elementary	8486	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

<p>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?</p>	<p>Meadows hosts two family engagement evenings focusing on several topics: Reading/Math and PBIS. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Meadows Elementary	8486	K-5,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 8: School Data		Notes
a. Building Attendance Rate	93.5%	
b. Building Chronic Absenteeism Rate	22.9%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
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	
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?	The building special needs index is 1.60. 39% of students require either Special Education Services or English Learner services. Meadow has a 22.9% chronic absenteeism rate. and Meadows students are transient and experience poverty as evidenced by a high mobility of rate of 46% and a low SES percentage of 76%.	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education staff to support students based on the student/staff ratio for this subgroup. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund 1 FTE instructional coach, 2 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.
b. Additional building unique items:		

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

**District:** 501 Topeka Public Schools

**Bldg #**

**Grades Served:**

**School:** Quincy Elem

**8494**

**K-5,PK (w/IEP),PK,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	180	
b. Percentage of students with an active IEP	29.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	12.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	69.00%	
e. Pupil-Teacher Ratio Average	9.5	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plan
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded and 21st Century funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans

**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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Quincy Elem	8494	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 57%, externalizing, 67% internalizing. SEG Winter 2022 Baseline: 69%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year. .	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	By 2026, 80 percent of Topeka Public Schools Pre-K students will demonstrate proficiency on a nationally-normed assessment. Topeka Public Schools will ensure that 100% of incoming Kindergarten students complete the ASQ screening (or have documentation showing they have either aged-out or families have opted out) and provide families with written communication regarding their child's results including recommended strategies for parents to support continued development at home.	Students are also administered the MyIgdI Assessment for all 4 year students in attendance Topeka Public Schools
e. How are successes of Individual Plans of Study being measured?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	

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

<b>District:</b> <u>501 Topeka Public Schools</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Quincy Elem</u>	<b>8494</b>	<b>K-5,PK (w/IEP),PK,PKAR (4 YO)</b>

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

<p>g How are you ensuring students are civically engaged?</p>	<p>Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.</p>	
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Quincy Elem	8494	K-5,PK (w/IEP),PK,PKAR (4 YO)

**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.)?	ESSER and 21st Century funded after school and summer academic and enrichment opportunities for all students. to address learning loss and monitor progress toward reducing learning loss.	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Quincy Elem	8494	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

		Notes
<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?	8	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, GEI process and intervention training.	
<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	Control Panels and Modules for HVAC
c. Are additional School Buses needed or any additional Routes needed?	No	Through grant funding, Quincy has its own van to assist with transportation needs.
<b>SECTION 7: Family Needs/Community Relations</b>		
a. Do you have regular events to engage parents with teachers?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Quincy Elem	8494	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

<p>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?</p>	<p>Quincy hosts two family engagement evenings focusing on Reading and Math. In addition, a third night focusing on Social Emotional learning will be held. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Quincy Elem	8494	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

SECTION 8: School Data		Notes
a. Building Attendance Rate	93.3%	
b. Building Chronic Absenteeism Rate	15.9%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
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	
SECTION 9: Other Data		Notes

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Quincy Elem	8494	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

<p>a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?</p>	<p>The building special needs index is 1.97, the highest of all elementary schools. 41% of students require either Special Education Services or English Learner services. Families struggle to provide transportation for students as evidenced by an 15.9% chronic absenteeism rate. Providing transportation to after school and summer school would improve access, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Additionally our students show risk for social emotional concerns. Additionally Quincy is located in a an area close to the homeless shelter and many students are served by the shelter. Students are also transient and experience poverty as evidenced by an incredibly high mobility of rate of 61%, more than twice the district average and a low SES percentage of 90%. It can be difficult to engage with families at times.</p>	<p>The use of a grant funded school van has improved Quincy's chronic absenteeism.</p>
<p>1. Can these be achieved with additional resources?</p>	<p>Yes</p>	
<p>2. Why or why not?</p>	<p>In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.</p>	<p>Continue to fund 1 FTE instructional coach/dean of students and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>
<p>b. Additional building unique items:</p>	<p>Quincy is a signature art school.</p>	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Randolph Elem	8498	K-5,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	342	
b. Percentage of students with an active IEP	27.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	1.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	42.00%	
e. Pupil-Teacher Ratio Average	12.7	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plan
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Randolph Elem	8498	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 69%, externalizing, 70% internalizing. SEG Winter 2022 Baseline: 62%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year.	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	By 2026, 80 percent of Topeka Public Schools Pre-K students will demonstrate proficiency on a nationally-normed assessment. Topeka Public Schools will ensure that 100% of incoming Kindergarten students complete the ASQ screening (or have documentation showing they have either aged-out or families have opted out) and provide families with written communication regarding their child's results including recommended strategies for parents to support continued development at home.	
e. How are successes of Individual Plans of Study being measured?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Randolph Elem	8498	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

<p>g How are you ensuring students are civically engaged?</p>	<p>Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.</p>	
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Randolph Elem	8498	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

**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.)?	ESSER funded after school and summer academic and enrichment opportunities for all students. Students will work on reading and math skills: Randolph will use the data gathered at each grade level to determine the standards addressed each week. Learning loss will also be addressed in the areas of music, art, movement, and SEL..	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Randolph Elem	8498	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Randolph Elem	8498	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

**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?	Yes	
b. How many classified support staff are currently employed?	14	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, peace corners and Social Emotional Learning, GEI process and intervention training. Other topics will include: Depth of Knowledge questioning and masteryconnect.	
<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	Asphalt Replacement
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need tied to bus driver shortage
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Randolph Elem	8498	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

<p>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?</p>	<p>Randolph hosts three family engagement evenings focusing on several topics: Reading/Math and Social Emotional Learning. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Randolph Elem	8498	K-5,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 8: School Data		Notes
a. Building Attendance Rate	93.8%	
b. Building Chronic Absenteeism Rate	21.5%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
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	
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?	The building special needs index is 1.22. 28% of students require either Special Education Services or English Learner services. Randolph has a 21.5% chronic absenteeism rate. and Randolph students are transient and experience poverty as evidenced by a high mobility of rate of 27% and a low SES percentage of 71%.	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education staff to support students based on the student/staff ratio for this subgroup. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund 1 FTE instructional coach, 1.5 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.
b. Additional building unique items:		

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Robinson Middle School	8501	6-8

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

SECTION 1: Student Needs		Notes
a. Student Headcount	366	
b. Percentage of students with an active IEP	29.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	5.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	66.00%	
e. Pupil-Teacher Ratio Average	10.4	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plans
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plans
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded and 21st Century funded after school and summer academic and enrichment opportunities for all students. Students will receive academic support from certified and classified staff. The support on Mondays will be longer sessions for students and they will be able to work on specific standards.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Robinson Middle School	8501	6-8

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

a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.
b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 73%, externalizing, 73% internalizing. SEG Winter 2022 Baseline: 66%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	n/a	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	n/a	
e. How are successes of Individual Plans of Study being measured?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	
g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.	Students participate in service learning projects through their Advisor Base. Students have placed trash cans, painted benches and picked up trash. Avid students volunteered at Helping Hands and Unified Field Day as well.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Robinson Middle School	8501	6-8

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

		Notes
<b>SECTION 3: Curriculum Needs</b>		
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	ESSER and 21st Century funded after school and summer academic and enrichment opportunities for all students. Students and staff will work on learning loss items and participate in enrichment activities. Students will receive academic support from certified and classified staff. The support on Mondays will be longer sessions for students and they will be able to work on specific standards.	
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)		
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Robinson Middle School	8501	6-8

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

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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Robinson Middle School	8501	6-8

**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?	Yes	
b. How many classified support staff are currently employed?	8	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, and Boystown Social Emotional Learning, and WICOR strategies.	
<b>SECTION 6: Facility Needs</b>		<b>Notes</b>
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to shortage of Bus drivers
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Robinson Middle School	8501	6-8

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

<p>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?</p>	<p>Robinson hosts three family engagement evenings focusing on Social Emotional Learning, Math, Reading and Stem. One event includes a flu shot clinic. . Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Robinson Middle School	8501	6-8

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

SECTION 8: School Data		Notes
a. Building Attendance Rate	93.7%	
b. Building Chronic Absenteeism Rate	16.6%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
		Notes
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	
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?	<p>The building special needs index is 1.59, the highest middle school index. 34% of students require either Special Education Services or English Learner services. Robinson has 16.6% chronic absenteeism rate. Providing transportation to after school and summer school would improve access, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Additionally our students show risk for social emotional concerns. Additionally Robinson is located in a neighborhood which lacks many resources. Students are also transient and experience poverty as evidenced by a mobility of rate of 42% and a low SES percentage of 86%. It can be difficult to engage with families at times.</p>	
1. Can these be achieved with additional resources?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Robinson Middle School	8501	6-8

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

2. Why or why not?

In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.

Continue to fund 1 FTE instructional coach through ESSER funding, 1 FTE interventonist and 1 FTE Dean of Students/Behavior coach. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.

b. Additional building unique items:


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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Ross Elementary	8465	K-5,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	521	
b. Percentage of students with an active IEP	28.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	21.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	60.00%	
e. Pupil-Teacher Ratio Average	14.4	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plan
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Ross Elementary	8465	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

b. What are the targets/goals related to social/emotional growth?	The percentage of Ross scholars demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of Ross scholars demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 53%. SEG Winter 2022 Baseline: 58%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year.	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	By 2026, 80 percent of Topeka Public Schools Pre-K students will demonstrate proficiency on a nationally-normed assessment. Topeka Public Schools will ensure that 100% of incoming Kindergarten students complete the ASQ screening (or have documentation showing they have either aged-out or families have opted out) and provide families with written communication regarding their child's results including recommended strategies for parents to support continued development at home.	
e. How are successes of Individual Plans of Study being measured?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Ross Elementary	8465	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

<p>g How are you ensuring students are civically engaged?</p>	<p>Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.</p>	
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Ross Elementary	8465	K-5,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 3: Curriculum Needs**

<p>a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</p>	<p>ESSER funded after school and summer academic and enrichment opportunities for all students. Additionally Ross students have access to a 21st Century after school program provided by a grant partnership with the YWCA. We will identify students from our targeted intervention lists at each grade level. All grades, K-5 have this list that they work from during PLC time to plan for interventions. These students will be invited to participate in the after school program We also encourage open enrollment with our families</p>	
<p>b. Are there appropriate and adequate instructional materials?</p>	<p>Yes</p>	
<p>c. Is current technology appropriate? If no, what technology is needed to support the curriculum?</p>	<p>Yes</p>	

**SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)**

		<b>Notes</b>
<p>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)</p>		
<p>c. Is every child in your school provided at least the following capacities?</p>	<p>Yes</p>	<p>A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.</p>
<p>1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.</p>	<p>Yes</p>	
<p>2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.</p>	<p>Yes</p>	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Ross Elementary	8465	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Ross Elementary	8465	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

**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?	Yes	Administrative staff have been added and the team restructured to ensure additional support throughout the building. Positions are funded, but positions remain unfilled: 1 Special Education Teachers.
b. How many classified support staff are currently employed?	20	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?		
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, GEI process and intervention training.	
<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	Univent Replacement - Phase One
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to bus driver shortage.
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Ross Elementary	8465	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

<p>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?</p>	<p>Ross hosts two family engagement evenings focusing on Reading and Math. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>	<p>Ross hosts two family engagement evenings focusing on Reading and Math. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple Communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Ross Elementary	8465	K-5,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 8: School Data		Notes
a. Building Attendance Rate	90.6%	
b. Building Chronic Absenteeism Rate	29.5%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
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	
SECTION 9: Other Data		Notes

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Ross Elementary	8465	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

<p>a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?</p>	<p>Many students at Ross face significant challenges. The building special needs index is 1.67, the third highest elementary school index. 49% of students require either Special Education Services or English Learner services. Ross receives comprehensive support for school improvement, the only elementary school in the district with that designation. Families struggle to provide transportation for students. This is evidenced in the school's chronic absenteeism rate of 29.5, which is higher than the district average. Providing transportation to after school and summer school would improve access, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Additionally our students show significant risk for social emotional concerns. Ross students are also very transient and experience poverty evidenced by a mobility of rate of 32% and a 87% low SES percentage. It can be difficult to engage with families at times.</p>	<p>In order to access the general education curriculum Ross has been allocated a higher number of special education staff and EL staff to support students based on the student/staff ratio for these subgroups.</p>
<p>1. Can these be achieved with additional resources?</p>	<p>Yes</p>	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Ross Elementary	8465	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

2. Why or why not?

Ross needs more administrative leadership support to surmount these challenges. An additional building leadership position was created this year to address school needs. In order to access the general education curriculum the school has been allocated a higher number of special education staff and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.

Fund 1 additional administration staff FTE, 1 additional FTE Dean of Students for a total of 2 FTEs. Ensure funding for 2 FTE Interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.

b. Additional building unique items:

	Music Signature School	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Scott Dual Language Magnet	8499	K-5,PK (w/IEP),PK,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	412	
b. Percentage of students with an active IEP	17.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	45.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	64.00%	
e. Pupil-Teacher Ratio Average	13.8	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plan
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded and 21st Century funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Scott Dual Language Magnet	8499	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 75%, externalizing, 74% internalizing. SEG Winter 2022 Baseline: 73%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year. .	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	By 2026, 80 percent of Topeka Public Schools Pre-K students will demonstrate proficiency on a nationally-normed assessment. Topeka Public Schools will ensure that 100% of incoming Kindergarten students complete the ASQ screening (or have documentation showing they have either aged-out or families have opted out) and provide families with written communication regarding their child's results including recommended strategies for parents to support continued development at home.	Students are also administered the MyIgdI Assessment for all 4 year students in attendance Topeka Public Schools
e. How are successes of Individual Plans of Study being measured?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	

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

<b>District:</b> <u>501 Topeka Public Schools</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Scott Dual Language Magnet</u>	<b>8499</b>	<b>K-5,PK (w/IEP),PK,PKAR (4 YO)</b>

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

<p>g How are you ensuring students are civically engaged?</p>	<p>Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.</p>	
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Scott Dual Language Magnet	8499	K-5,PK (w/IEP),PK,PKAR (4 YO)

**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.)?	ESSER after school and summer academic and enrichment opportunities for all students. to address learning loss and monitor progress toward reducing learning loss. Students will engage in targeted instruction to improve native language literacy skills, secondary language literacy skills and math skills.  Teachers will teach their preferred subject (math, ELA, SLA), addressing learning loss through a multitude of enrichment activities. Students will rotate to different teachers. Teachers will provide 30 minutes of academic review and 30 minutes of hands-on activities to reinforce what is being reviewed.	
b. Are there appropriate and adequate instructional materials?	Yes	Teaching and Learning in the process of locating and vetting a Spanish phonics program.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Scott Dual Language Magnet	8499	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Scott Dual Language Magnet	8499	K-5,PK (w/IEP),PK,PKAR (4 YO)

**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?	Yes	Positions are funded, but positions remain unfilled: 1 4th grade dual language teacher., 1 3rd grade teacher and 1 social worker.
b. How many classified support staff are currently employed?	9	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, GEI process and intervention training, Gomez and Gomez Dual Language Model and the International Baccalaureate Program .	
<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?	No	
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Scott Dual Language Magnet	8499	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

<p>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?</p>	<p>Scott hosts two family engagement evenings focusing on Reading and Math. Hispanic Heritage and Coding are included in these events. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Scott Dual Language Magnet	8499	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

SECTION 8: School Data		Notes
a. Building Attendance Rate	95.1%	
b. Building Chronic Absenteeism Rate	12.8%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
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	
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?	The building special needs index is 1.29, the highest of all elementary schools. 62% of students require either Special Education Services or English Learner services.Scott has an 12.8% chronic absenteeism rate. Students are also transient and experience poverty as evidenced by a mobility of rate of 9%, and a low SES percentage of 81%.	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund 1 FTE instructional coach and 1 FTE Dual Language Coordinator, and 3 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.
b. Additional building unique items:		

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> State Street Elem	8504	K-5,PK (w/IEP),PK,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	449	
b. Percentage of students with an active IEP	24.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	12.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	64.00%	
e. Pupil-Teacher Ratio Average	12.3	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plan
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students. In addition, State Street partners with the YWCA to provide after school programming.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> State Street Elem	8504	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 73%, externalizing, 73% internalizing. SEG Winter 2022 Baseline: 66%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year.	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	By 2026, 80 percent of Topeka Public Schools Pre-K students will demonstrate proficiency on a nationally-normed assessment. Topeka Public Schools will ensure that 100% of incoming Kindergarten students complete the ASQ screening (or have documentation showing they have either aged-out or families have opted out) and provide families with written communication regarding their child's results including recommended strategies for parents to support continued development at home.	
e. How are successes of Individual Plans of Study being measured?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> State Street Elem	8504	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

g How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.	State Street utilizes a House System strategy to facility the development of a culture of community. The Houses engage in community service projects together throughout the year.
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> State Street Elem	8504	K-5,PK (w/IEP),PK,PKAR (4 YO)

**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.)?	ESSER funded after school and summer academic and enrichment opportunities for all students. Students and staff will work for 30 minutes per session to work on learning loss items. We will continue to look at data to help students gain knowledge to address their learning loss and monitor their progress. State Street partners with the YWCA to provide after school programming.	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> State Street Elem	8504	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> State Street Elem	8504	K-5,PK (w/IEP),PK,PKAR (4 YO)

**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?	Yes	Positions are funded, but positions remain unfilled: 1 FTE 5th grade teacher.
b. How many classified support staff are currently employed?	17	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, guided reading, restorative circles and Social Emotional Learning. GEI process and intervention training.	
<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	Boiler Repair, Tuckpointing
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to shortage of Bus drivers
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> State Street Elem	8504	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

<p>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?</p>	<p>State Street hosts several family engagement evenings, two of which are focusing on Reading and Math. In addition, a third night focusing on Music and physical health learning will be held. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> State Street Elem	8504	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

SECTION 8: School Data		Notes
a. Building Attendance Rate	93.8%	
b. Building Chronic Absenteeism Rate	19.3%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
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	
SECTION 9: Other Data		Notes

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> State Street Elem	8504	K-5,PK (w/IEP),PK,PKAR (4 YO)

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

<p>a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?</p>	<p>State Street receives additional support for improvement. The building special needs index is 1.46. 36% of students require either Special Education Services or English Learner services. Families struggle to provide transportation for students as evidenced by an 19.3% chronic absenteeism rate which is slightly higher than the district average. Providing transportation to after school and summer school would improve access, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Additionally our students show risk for social emotional concerns. Additionally State Street is located in a unique neighborhood which lacks many resources. State Street students are also transient and experience poverty as evidenced by a mobility of rate of 21% and a low SES percentage of 88%.It can be difficult to engage with families at times.</p>	
<p>1. Can these be achieved with additional resources?</p>	<p>Yes</p>	
<p>2. Why or why not?</p>	<p>In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.</p>	<p>Continue to fund 1 FTE instructional coach, and 2 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>
<p>b. Additional building unique items:</p>	<p>Performing Arts Signature School</p>	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Topeka High	8538	9-12

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

SECTION 1: Student Needs	Notes	
a. Student Headcount	1,505	
b. Percentage of students with an active IEP	21.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	9.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	55.00%	
e. Pupil-Teacher Ratio Average	14.3	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plan
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Topeka High	8538	9-12

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 77%, externalizing, 79% internalizing. SEG Winter 2022 Baseline: 65%
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?	Individualized Plans of Study (IPS) plans are updated regularly by students and reviewed by staff. IPS plans are also assessed for completeness at least annually. Successes are also measured by students' successful achievement of their identified goals.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	95% for Four-Year and Five-Year Adjusted Cohort Graduation Rate, attendance and 75% post secondary success rate.	
g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest. High School students participate in civic leadership projects such as supporting voter registration, serving elderly, staffing food giveaways and numerous other projects. High school students also complete grant applications to fund their civic engagement.	THS students and sponsors write numerous grants to fund activities such as planting trees, creating medical bags for homeless persons, cleaning up parks and other civic engagement.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Topeka High	8538	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.)?	ESSER after school and summer academic and enrichment opportunities for all students. In addition to learning loss, students will be identified by divisional teams after reviewing weekly grade data focusing on students failing 3 or more classes; Fastbridge, MAP Testing, KAP scores from 22, and attendance rate will all be considered as data points for referral. As Divisional Teams meet weekly, they will engage families in the conversation to appropriately match students to the most appropriate Intervention available according to our CI3T plan.	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Topeka High	8538	9-12

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

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Topeka High	8538	9-12

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

<b>SECTION 5: Staff Needs</b>		<b>Notes</b>
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	Positions are funded, but 1 FACS teacher and 1 JROTC position remain unfilled.
b. How many classified support staff are currently employed?	21	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?		Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, and Social Emotional Learning, and restorative 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	REplace Sound and Lighting System in Auditorium Epoxy Flooring in Div 1, Div 2, & Div 3 Restrooms and in Room 303. Wrestling Room Install Fire Sprinkler Systems to Meet Code Update Building Management System (HVAC) Sound and Lighting Upgrade Auditorium (moved into 2023) Gutter Replacement PH3 Partial Roof Replacement Main Bld - Southwest Wing Raise Concrete (Ponding) at Gym Exit Steps

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Topeka High	8538	9-12

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

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	
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?	THS hosts two engagement evenings focusing on Reading and Math, and ACT preparation. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Olweus and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).	
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, multiple communication strategies are utilized to communicate with families.	Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.
f. What types of communication/social media exists with your community? Is it adequate?	Yes, multiple communication strategies are utilized to communicate with the community.	Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Topeka High	8538	9-12

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

SECTION 8: School Data		Notes
a. Building Attendance Rate	88.9%	
b. Building Chronic Absenteeism Rate	35.2%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	91.2%	
b. What is our building dropout rate?	0.8	
c. What is our average comprehensive ACT score?	19.3	
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?	Topeka High School receives comprehensive improvement support. The building special needs index is 1.34. 30% of students require either Special Education Services or English Learner services. THS has a 35.2% chronic absenteeism rate. Students are also transient and experience poverty as evidenced by a mobility of rate of 31% and a low SES percentage of 71%. It can be difficult to engage with families at times.	
1. Can these be achieved with additional resources?	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Topeka High	8538	9-12

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

2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund 1 FTE instructional coach (ESSER), 2 FTE College and Career Advocate 1 ESSER, 1 Title). Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.
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b. Additional building unique items:		

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Topeka West High	8540	9-12

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

SECTION 1: Student Needs		Notes
a. Student Headcount	1,125	
b. Percentage of students with an active IEP	20.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	2.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	42.00%	
e. Pupil-Teacher Ratio Average	15.0	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plan
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Topeka West High	8540	9-12

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 77%, externalizing,, 80% internalizing. SEG Winter 2022 Baseline: 71%
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?	Individualized Plans of Study (IPS) plans are updated regularly by students and reviewed by staff. IPS plans are also assessed for completeness at least annually. Successes are also measured by students' successful achievement of their identified goals.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	95% for Four-Year and Five-Year Adjusted Cohort Graduation Rate, attendance and 75% post secondary success rate.	
g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest. High School students participate in civic leadership projects such as supporting voter registration, serving elderly, staffing food giveaways and numerous other projects. High school students also complete grant applications to fund their civic engagement.	THS students and sponsors write numerous grants to fund activities such as planting trees, creating medical bags for homeless persons, cleaning up parks and other civic engagement.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Topeka West High	8540	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.)?	ESSER after school and summer academic and enrichment opportunities for all students. In addition to learning loss, students will be offered tutoring 5 hours per week per core dept.	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
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	

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

<b>District:</b> <u>501 Topeka Public Schools</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Topeka West High</u>	<b>8540</b>	<b>9-12</b>

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

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Topeka West High	8540	9-12

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

		<b>Notes</b>
<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?	15	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation, Social Emotional Learning,, UDL principles, Naviance and BASR room policies.	
<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	ADA Ramp, Carpet Replacement Choir Room Roof Replacement Building A Update Building Management System (HVAC)
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Topeka West High	8540	9-12

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

<p>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?</p>	<p>TWHS hosts three engagement evenings focusing on Seniors, Sophomores and Juniors as well as FAFSA. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Olweus and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Topeka West High	8540	9-12

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

SECTION 8: School Data		Notes
a. Building Attendance Rate	94.3%	
b. Building Chronic Absenteeism Rate	18.4%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	95.4%	
b. What is our building dropout rate?	0.6	
c. What is our average comprehensive ACT score?	18.3	
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?	The building special needs index is 1.12. 22% of students require either Special Education Services or English Learner services. TWHS has a 18.4% chronic absenteeism rate. Students are also transient and experience poverty as evidenced by a mobility of rate of 24% and a low SES percentage of 63%. It can be difficult to engage with families at times.	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund 1 FTE instructional coach (ESSER). Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.
b. Additional building unique items:		

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Whitson Elem	8512	K-5,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	392	
b. Percentage of students with an active IEP	29.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	10.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	38.00%	
e. Pupil-Teacher Ratio Average	11.6	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plan
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Whitson Elem	8512	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 81%, externalizing, 75% internalizing. SEG Winter 2022 Baseline: 81%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year. .	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	By 2026, 80 percent of Topeka Public Schools Pre-K students will demonstrate proficiency on a nationally-normed assessment. Topeka Public Schools will ensure that 100% of incoming Kindergarten students complete the ASQ screening (or have documentation showing they have either aged-out or families have opted out) and provide families with written communication regarding their child's results including recommended strategies for parents to support continued development at home.	Students are also administered the MyIgdI Assessment for all 4 year students in attendance Topeka Public Schools
e. How are successes of Individual Plans of Study being measured?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	

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

<b>District:</b> <u>501 Topeka Public Schools</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Whitson Elem</u>	<b>8512</b>	<b>K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)</b>

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

<p>g How are you ensuring students are civically engaged?</p>	<p>Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.</p>	
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Whitson Elem	8512	K-5,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 3: Curriculum Needs

		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	ESSER after school and summer academic and enrichment opportunities for all students. to address learning loss and monitor progress toward reducing learning loss.Students will work through grade level materials provided by MobyMax for math once they have completed their placement assessment.  Reading will focus around Wilson Reading Intervention Programming.  Teacher will spend the first 10 min. With team building and SEL/snack.	
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	

### 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)		
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Whitson Elem	8512	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Whitson Elem	8512	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

		<b>Notes</b>
<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	Positions are funded, but positions remain unfilled: 1 FTE reading interventionist
b. How many classified support staff are currently employed?	12	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, GEI process and intervention training, Kagan and SAM.	
<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	Tuckpointing Update Building Management System (HVAC)
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	

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Whitson Elem	8512	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

<p>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?</p>	<p>Whitson hosts two family engagement evenings focusing on Reading and Math and Social Emotional Learning as well as one evening just for Kindergarten parents. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Whitson Elem	8512	K-5,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 8: School Data		Notes
a. Building Attendance Rate	96.7%	
b. Building Chronic Absenteeism Rate	7.0%	
c. District Chronic Absenteeism Rate	18.7%	
d. District Graduation Rate	80.2%	
e. District Dropout Rate	2.3%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
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	
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?	The building special needs index is 1.20. 39% of students require either Special Education Services or English Learner services. Whitson has a 7% chronic absenteeism rate. Students are also transient and experience poverty as evidenced by a mobility of rate of 16%, and a low SES percentage of 64%.	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund 1 FTE instructional coach, and 3 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.
b. Additional building unique items:		

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

<b>District:</b> <u>501 Topeka Public Schools</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Williams Science and Fine Arts Magnet School</u>	<b>8513</b>	<b>K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)</b>

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

SECTION 1: Student Needs	Notes	
a. Student Headcount	428	
b. Percentage of students with an active IEP	29.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	2.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	66.00%	
e. Pupil-Teacher Ratio Average	11.0	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plan
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
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?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

<b>District:</b> <u>501 Topeka Public Schools</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Williams Science and Fine Arts Magnet School</u>	<b>8513</b>	<b>K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)</b>

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2021 Baseline: 59%, externalizing, 68% internalizing. SEG Winter 2022 Baseline: 48%
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year.	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	By 2026, 80 percent of Topeka Public Schools Pre-K students will demonstrate proficiency on a nationally-normed assessment. Topeka Public Schools will ensure that 100% of incoming Kindergarten students complete the ASQ screening (or have documentation showing they have either aged-out or families have opted out) and provide families with written communication regarding their child's results including recommended strategies for parents to support continued development at home.	
e. How are successes of Individual Plans of Study being measured?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	

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

<b>District:</b> <u>501 Topeka Public Schools</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Williams Science and Fine Arts Magnet School</u>	<b>8513</b>	<b>K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)</b>

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

<p>g How are you ensuring students are civically engaged?</p>	<p>Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.</p>	
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## 2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Williams Science and Fine Arts Magnet School	8513	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

**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.)?	ESSER funded after school and summer academic and enrichment opportunities for all students. Students and staff will work for 30 minutes per session to work on learning loss items. We will continue to look at data to help students gain knowledge to address their learning loss and monitor their progress.	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>		<b>Notes</b>
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
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	

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

<b>District:</b> <u>501 Topeka Public Schools</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Williams Science and Fine Arts Magnet School</u>	<b>8513</b>	<b>K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)</b>

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

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

<b>District:</b> <u>501 Topeka Public Schools</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Williams Science and Fine Arts Magnet School</u>	<b>8513</b>	<b>K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)</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?	Yes	Positions are funded, but positions remain unfilled: 1 3rd grade teacher.
b. How many classified support staff are currently employed?	14	
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
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?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, peace corners and Social Emotional Learning, GEI process and intervention training.	
<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	Upgrade Horns and Strobes
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need tied to bus driver shortage
<b>SECTION 7: Family Needs/Community Relations</b>		<b>Notes</b>
a. Do you have regular events to engage parents with teachers?	Yes	

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

<b>District:</b> <u>501 Topeka Public Schools</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Williams Science and Fine Arts Magnet School</u>	<b>8513</b>	<b>K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)</b>

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

<p>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?</p>	<p>Williams hosts two family engagement evenings focusing on Reading and Math. In addition, a third night focusing on Social Emotional learning will be held. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s). Williams is also hosting three additional meetings seeking stakeholder feedback and showcasing student work. It can be difficult to engage with families at times.</p>	
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>

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

<b>District:</b> 501 Topeka Public Schools	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> Williams Science and Fine Arts Magnet School	8513	K-5,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 8: School Data	Notes
a. Building Attendance Rate	94.0%
b. Building Chronic Absenteeism Rate	18.9%
c. District Chronic Absenteeism Rate	18.7%
d. District Graduation Rate	80.2%
e. District Dropout Rate	2.3%
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)	Notes
a. What is our building graduation rate	
b. What is our building dropout rate?	
c. What is our average comprehensive ACT score?	
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?	Williams receives targeted support for improvement. The building special needs index is 1.46. 31% of students require either Special Education Services or English Learner services. Families struggle to provide transportation for students as evidenced by an almost 19% chronic absenteeism rate. Providing transportation to after school and summer school would improve access, however the bus driver shortage has impacted the ability to provide transportation to/from these programs. Additionally our students show significant risk for social emotional concerns. Williams students are also very transient and experience poverty as evidenced by a mobility of rate of 30% and a low SES percentage of 89%.
1. Can these be achieved with additional resources?	Yes

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

<b>District:</b> <u>501 Topeka Public Schools</u>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b> <u>Williams Science and Fine Arts Magnet School</u>	<b>8513</b>	<b>K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)</b>

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

2. Why or why not?

In order to access the general education curriculum the school has been allocated a higher number of special education staff to support students based on the student/staff ratio for this subgroup. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund 1 FTE instructional coach, 2 FTE interventionists and 1 FTE Dean of Students. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.
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b. Additional building unique items:

Williams is an Art and Science Magnet School	